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INSTRUCTOR TRAINING COURSE FOR FBSEP (FUNCTIONAL BASIC
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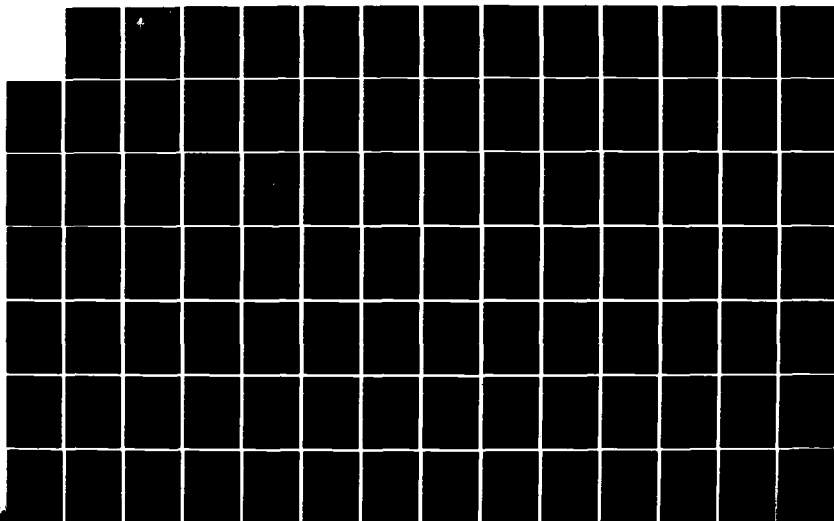
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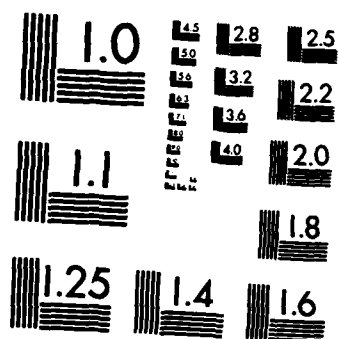
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FBSEP

RADIO TELETYPE OPERATOR

MOS 05C10

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INSTRUCTOR TRAINING COURSE

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18. SUPPLEMENTARY NOTES Above course consists of four parts: Development Report, Course Management Plan, Analysis Report, and Learning Program (Section A-D). Each part is submitted under separate documentation page.		
19. KEY WORDS (Continue on reverse side if necessary and identify by block number) Instructor Training Basic Skills Adult Education Functional Basic Skills Remedial Instructor Training		
20. ABSTRACT (Continue on reverse side if necessary and identify by block number) The self-study manual prepares instructors for the functional basic skills education program for radio teletype operators (MOS 05C10). The FBSEP is an Army program designed for soldiers who need prerequisite skills to succeed in their job training. The manual prepares contract instructors to perform their responsibilities in the FBSEP course.		

**INTRODUCTION TO THE INSTRUCTOR TRAINING COURSE
FOR THE FUNCTIONAL BASIC SKILLS EDUCATION PROGRAM**

You will soon be acting as an instructor in the Functional Basic Skills Education Program (FBSEP). This self-study manual is the heart of an Instructor Training Course that is designed to prepare you for your instructor responsibilities. The Introduction that you are now reading is designed to tell you something about the course -- its goal, content, and organization, and how to use the material found in the manual.

Goal of Instructor Training Course

The goal of the Instructor Training Course is to prepare you to act as an instructor in the FBSEP. This is a new Army program designed for soldiers who need some basic skills training to better prepare them for the Radio Teletype Operator (05C) Course. You will learn more about the FBSEP shortly.

Content of Instructor Training Course

The course is fashioned into a self-study manual. Its content is divided into fifteen chapters or modules. The first five modules provide background information about the FBSEP, while the remaining ten modules focus on activities you will perform as an FBSEP instructor. The titles of the fifteen modules are:

- Module 1 Orientation to FBSEP
2 Instructional System Development
3 Development of Learning Objectives
4 Relationship Among Objectives--Hierarchy Chart
5 Nature of Mastery Learning
6 Role of Instructor in the Evaluation Process
7 Responding to Students' Performance
8 Attitudes of Instructors
9 Special Problems in Teaching FBSEP students
10 Format of Materials in FBSEP
11 Critique of Instructor's Performance

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- 12 Use of Training Aids
- 13 Sequencing of Instruction
- 14 Course Administration
- 15 Validating FBSEP Materials

Organization of Course Modules

Each of the modules in the Instructor Training Course, other than Module 11, is organized as follows:

Number and Title of the Module
Objective of the Module
Study Material

This section presents the important information that you need to know about your job as FBSEP instructor.

Self Test

This section is designed to help you evaluate how well you understand the information contained in the Study Material section. You will be asked to answer a number of questions about the information contained in the Study Material Section.

Critique of Self Test

This section provides the answers to the questions contained in the Self Test and, when necessary, includes the rationale for the answers.

Module 11 is a special Practical Exercise. It provides an opportunity for you to read a description of the activities of an instructor as he performs the skills introduced in Modules 5 through 10, and to critique and evaluate his performance.

How to Use This Manual

This manual is "self-contained." All of the information that you need to orient you as an instructor (also called learning supervisor) in FBSEP is contained within the fifteen modules of the manual, or in the following documents that you will be given: Learning Supervisor Guides, Student Guides, Lesson Tests, Remediation Tests and Answer Keys.

A total of eight hours has been allocated to allow you to complete the course. But, the course is "self-paced," and you may complete the material in less time.

Proceed through the course in the following manner:

1. Begin with Module 1. Read its title and objective. Take a moment and anticipate (guess, speculate) what the content of the module will be.
2. Study the text material of the module carefully. Re-read paragraphs as necessary.
3. When you feel you have understood sufficiently, answer the questions found in the Self Test section of the module. Try to answer these questions without referring back to the study material. Put your answers right on the Self Test page(s). The manual is yours to keep, and you may wish to refer to it at a later time.
4. Compare your answers with those found in the Critique of Self Test section at the end of the module.
 - a. If you feel you understand the material, move on to the next module.
 - b. If you feel you do not understand the material, talk to some of the other students in the course. If you are still not satisfied, talk to the course supervisor.
5. When you feel that you understand the material, move on to the next module. Do not skip modules. Think about the content of each module before you begin it.

MODULE 1
ORIENTATION TO FBSEP

OBJECTIVE: Describe the major purpose of the Functional Basic Skills Education Program and the role of the learning supervisor in it.*

STUDY MATERIAL

Background

Throughout its history, the Army has encountered training problems with entering soldiers. One way of accommodating these soldiers has been to either raise the entry level aptitude scores, such that the applicant would be screened out of service or to place the soldier into a Military Occupational Specialty (MOS) in which the particular problem would not detract from job performance. When the services have been forced to deal with such problems, a common response has been the implementation of a six to twelve-week-long course of remedial training consisting of commercially available norm-referenced, 3-7 grade reading and math materials. This is the Basic Skills Education Program (BSEP). Research has shown that such training has had little effect on either success in training or performance on the job.

In reviewing the Army Continuing Education System (ACES) in 1979, the Assistant Secretary of the Army found that a basic skills program based on traditional academic grade level goals was not meeting the Army's requirement to provide functional job-related basic skills education and that a program that was more job-related was needed, not one based on some arbitrary, norm-referenced reading grade level specified as a guideline.

* In this and other modules, the generic "he" is used to refer to the student. It should be understood that the student may be either male or female.

A systematic analysis of the training tasks required for MOS 05C identified specific basic skills necessary to support those tasks. These basic, prerequisite competencies are the skills and knowledge necessary for a soldier to successfully complete the MOS 05C.

Whereas BSEP attempts to raise general competencies, Functional Basic Skills Education Program (FBSEP) is job-related. FBSEP then is an Army on-duty remedial education program for enlisted personnel. The objective is to provide a functional (job-related) course which ensures that the student acquires the prerequisite basic skills necessary to succeed in a particular Advanced Individualized Training (AIT) course, such as the 05C course. Enabling the soldier to acquire fundamental job-related basic skills is the end goal of FBSEP. The benefits of the FBSEP course should be reductions in attrition rate and training problems and increases in trainability and performance. While students will be spending time in basic skills training, the help that they receive there should enable them to proceed through the AIT course more quickly than they would have without this training. As a result of FBSEP, they will be better prepared to handle the advanced material. FBSEP is integrated into the existing AIT course and is designed so that it can be updated as the AIT course is revised.

Basic Skills

You may be wondering what basic skills are involved in the FBSEP program, and whether job-related skills are different from non-job-related skills. If you think basic skills are behaviors like reading, using tables and diagrams, calculating, and studying, etc., you are on the right track. We use the label job-related to emphasize that the basic skills of interest in this course are those that are relevant to a specific work situation in the real world, not simply a part of general education or "life."

The specific work situation is MOS 05C10, Radio Teletype Operator. As an FBSEP learning supervisor, you will be helping students learn the basic skills necessary for MOS 05C. So that you may know what kinds of Army jobs the 05C MOS prepares personnel for, the following information is provided.

MOS 05C

The particular Military Occupational Specialty (MOS) known as the 05C course is the first skill level course for the Radio Teletype Operator. Skill Level 1 is the first step in an MOS; it is where the soldier starts as helper after he completes basic training.

The following list gives the duties of the MOS 05C for Skill Level 1.

1. Installs and operates:
 - a. Field radio and radio teletypewriter equipment.
 - b. Power generators.
 - c. Antennas.
 - d. COMSEC (Communications Security) devices.
 - e. Radio wire integration (RWI) systems.
2. Operates 1/4-ton, 3/4-ton, 1 1/4-ton, and 2 1/2-ton military vehicles.
3. Transmits and receives messages in radiotelephone and radiotelegraph, and radio teletypewriter modes in tactical and administrative nets.
4. Employs communication procedures.
5. Applies principles of communications security.
6. Performs operator's maintenance.
7. Maintains equipment maintenance forms and station records and reports.

Basic Skills Related to the 05C Course

While it may be expected that there may be some commonalities in basic skills from one MOS to another, differences may also be expected. To find out what basic skills were related to the 05C course, a team of researchers analyzed the curriculum of each lesson of the course and specified basic skills relevant to each lesson. The basic skills that were identified became the curriculum for the FBSEP course.

Four areas of basic skills were identified for the 05C course:

- A. Study skills
- B. Reading skills
- C. Language skills
- D. Math skills

When the lessons were developed for these basic skills, the learning activities that were developed made use of content that is relevant to the 05C course. For example, if the lesson teaches the student to find information in a text, the text used would be taken from a technical manual used in the radio teletype operator job. Similarly, the study skills lessons on understanding the instructional system make use of the Study Guides used in the 05C course.

MODULE 1

SELF TEST

1. Which of the following is an immediate goal of FBSEP?
 - ☐ a. To enable the soldier to complete basic training.
 - ☐ b. To encourage more people to enter the Army.
 - ☐ c. To increase the number of graduates of an AIT course.
 - ☐ d. To enable the soldier to succeed in an AIT course.

2. In contrast to the immediate goal of the FBSEP program cited above, what is the end goal of FBSEP?
 - ☐ a. Enabling the soldier to acquire job skills.
 - ☐ b. Providing job training for prospective Army recruits.
 - ☐ c. Providing on-the-job training for Army personnel.
 - ☐ d. Enabling graduates of AIT courses to qualify for their jobs.

3. In the past the way the Army dealt with training problems with its soldiers was:
 - ☐ a. to return them to basic training.
 - ☐ b. to put all these soldiers through the same remedial training course.
 - ☐ c. to lower the requirements for the job.
 - ☐ d. to give each soldier the amount of extra training that he needed.

4. Which statement about the traditional BSEP program is true?
 - ☐ a. It is basically successful.
 - ☐ b. It worked for some AIT courses, but not for others.
 - ☐ c. It had little effect on success in training.
 - ☐ d. It was successful for training but not for job performance.

5. How does FBSEP differ from BSEP?

- ☐ a. FBSEP attempts to raise general competencies, while BSEP is job-related.
- ☐ b. FBSEP is job-related, while BSEP deals with general competencies.
- ☐ c. FBSEP involves more advanced skills than BSEP.
- ☐ d. FBSEP is a new name for BSEP.

6. The benefits of the FBSEP course include:

- ☐ a. a reduction in the number of instructors.
- ☐ b. greater interaction among the students.
- ☐ c. reduction in attrition rate.
- ☐ d. less time spent in basic skills training.

7. Select the one best statement.

- ☐ a. The FBSEP course helps people learn through on-the-job training.
- ☐ b. The FBSEP course is focused on helping people acquire advanced skills necessary for job performance.
- ☐ c. The FBSEP course is focused on helping soldiers qualify for AIT.
- ☐ d. The FBSEP course is focused on helping people acquire fundamental job-related basic skills.

8. As an FBSEP learning supervisor, your job will be:

- ☐ a. helping soldiers learn basic skills.
- ☐ b. helping soldiers complete an AIT course.
- ☐ c. helping soldiers find appropriate jobs in the Army.
- ☐ d. teaching complex Army jobs to soldiers.

9. List four basic skills that you might be teaching in the FBSEP course.

- a. _____
- b. _____
- c. _____
- d. _____

10. Check the duties involved in the MOS 05C. (You may check more than one.)

- ☐ a. Install antennas
- ☐ b. Repair aviation equipment
- ☐ c. Communicate with aircraft
- ☐ d. Operate radio teletypewriter equipment
- ☐ e. Perform operator's maintenance
- ☐ f. Maintain station records

11. What is meant by "job-related" basic knowledge and skills?

MODULE 1
CRITIQUE OF SELF TEST

1. The correct answer is d, "To enable the soldier to succeed in an AIT course." A long range goal, of course, is that it will increase the number of graduates of an AIT course (alternative c).
2. The correct answer is a, "Enabling the soldier to acquire job skills." We also hope, of course, that AIT course graduates will be able to qualify for their jobs.
3. The correct answer is b, "To put all these soldiers through the same remedial training course."
4. The correct answer is c, "It had little effect on success in training." In addition, it had little effect on job performance.
5. The correct answer is b, "FBSEP is job-related, while BSEP deals with general competencies."
6. The correct answer is c, "Reduction in attrition rate." Other benefits are: reduction in training problems and increases in trainability and performance.
7. The correct answer is d, "The FBSEP course is focused on helping people acquire fundamental job-related basic skills."
8. The correct answer is a, "Helping soldiers learn basic skills."
9. Correct answers include study skills, reading, language and math.

10. The correct answers are a, d, e, and f. The 05C course teaches the soldier to install antennas, operate radio teletypewriter equipment, perform operator's maintenance and maintain station records, among other tasks.
11. Knowledge and skills that are the starting points for developing other knowledge and skills may be called basic. When the basic knowledge and skills are relevant to actual job tasks, they are said to be job-related. (You didn't have to use these exact words, as long as the general idea was similar.)

MODULE 2
INSTRUCTIONAL SYSTEM DEVELOPMENT

OBJECTIVE: Describe the rationale underlying ISD procedures and how these procedures are used to determine the instructional content of a course.

STUDY MATERIAL

As an instructor in FBSEP, you may be wondering what procedure was employed to decide the content of the FBSEP course. The procedure followed is known as Instructional System Development (ISD).

To understand the concept of ISD, it will help to describe "system" briefly. A system is generally defined as a set of components that are organized and integrated to achieve a particular purpose or mission. The purpose of an instructional system is to prepare individuals to perform in another system, for example, the world of work. Thus, the purpose of Advanced Individual Training (AIT) in the Army is to prepare individuals to perform certain Army jobs. We can diagram the relationship between AIT and Army jobs as:

Instructional System
AIT Course

World of Work
Army job

We imply that the AIT instructional system is preparing people to perform a particular Army job in the world of work. To determine the instructional content of the 05C AIT course, we have to analyze the Army job and specify the performance requirements. We can then develop the needed learning objectives for the 05C AIT course.

Similarly we can diagram the relationship between the FBSEP course and the AIT course:

Instructional System
FBSEP Course

World of Work
05C AIT course

Here the FBSEP course is a special instructional system designed to enable students to enter and perform successfully in the 05C AIT course. To determine the content of the FBSEP course, we must analyze the performance requirements of the 05C AIT course.

To get at performance requirements, we must analyze the 05C course; it is the "job." Our goal is to list the tasks that students perform when they successfully complete the 05C course, and to identify those tasks that are particularly difficult for them to master. We analyze these tasks into sets of underlying knowledges and skills, and the latter then become the subject matter of the FBSEP course.

The FBSEP course is designed to be a "prep" course for the 05C AIT course. Its purpose is not to teach all of the knowledge and skills covered in the 05C AIT course, but only the "basic skills." "Basic skills" have been defined as including reading and writing, listening and speaking, interpreting graphic and geometric materials, working with numbers, and study skills. The need then is to identify the "basic skills" that are required in the 05C AIT course and ensure that they are covered in the FBSEP course, if they are above the third grade level. Nothing below the third grade level will be covered.

In accordance with the framework described above, the following steps were taken to accomplish ISD for the FBSEP course:

1. Determine which tasks taught in the 05C AIT course are particularly difficult for students to master. This was done by (a) analyzing instructional materials used in the 05C AIT course, (b) interviewing course administrators,

instructors and students at the school about problems faced by students, (c) observing training and testing.

2. Analyze each training task into its subordinate knowledge and skills. The goal was to identify the knowledge and skills that would serve to "support" the student and enable him to learn to perform the training tasks.
3. Prepare statements of learning objectives for the knowledge and skills identified. You will learn more about these objectives in the next module.
4. Assess the capabilities of the students who are entering the 05C AIT course. A Diagnostic Test was given to a sample of people like those who enter the AIT course. The results helped define what students can and cannot do at this time. This test is used to assess students before they start the AIT course. On the basis of this test, students are assigned only to those lessons in FBSEP that they need. Some students receive only a few lessons while others receive many lessons.
5. Develop an instructional program that enables students to attain the learning objectives. A complete instructional program has been prepared. It guides both instructors and students and provide needed teaching and learning activities.
6. Construct achievement tests to assess attainment of the set of learning objectives. In addition to the Diagnostic Test mentioned above, tests have been developed to evaluate student progress through the FBSEP course.
7. Administer the instructional program to FBSEP students.
8. Evaluate the adequacy of the program to achieve its goals.

9. Revise the program according to the results of the evaluation.

The first six steps were performed by a special research team. Instructional materials from the 05C Radio Teletype Operator course were reviewed and analyzed, and interviews were conducted with instructors and students. Instructional materials and tests were constructed.

Steps 7 and 8 were carried out by a team of instructors with a pilot group of students. Students were given the course and then tested. Each student and instructor filled out a questionnaire evaluating specific aspects of each lesson. All the materials were returned to the team that prepared them and revisions were made based on the test results and on the recommendations of the instructors and students (Step 9).

MODULE 2
SELF TEST

1. The purpose of the instructional system of the AIT course is to prepare the individual to perform in _____.
2. The purpose of the instructional system of the FBSEP course is to prepare the individual to perform in _____.
3. Choose the correct answer.
The FBSEP course is designed to teach:

____ a. reading and writing.
____ b. basic skills needed for the 05C AIT course.
____ c. all skills and knowledge covered in the 05C AIT course.
____ d. all of the above.
4. In your own words, as best you can, list the nine steps taken to accomplish the Instructional System Development (ISD) for the FBSEP course.

MODULE 2
CRITIQUE OF SELF TEST

1. The correct answer is "an Army job." You don't have to use those exact words, but you must have the idea. The AIT course prepares a person to perform an Army job.
2. The correct answer is "the 05C AIT course." Again, you don't have to use those exact words, but the idea is important. The FBSEP program is designed to prepare a person to enter the 05C AIT course.
3. The correct answer is b, "basic skills needed for the 05C AIT course." These include reading, writing, mathematical computations, listening, speaking, interpreting graphic material, and study skills. These are the basic skills that the person will need in order to successfully complete the 05C AIT course.
4. The correct answer is:
 - a. Determine what tasks taught in the 05C AIT course are particularly difficult to learn.
 - b. Analyze each task into its component knowledges and skills.
 - c. Prepare a learning objective for each knowledge and skill identified.
 - d. Determine the basic skill capabilities of students entering the 05C AIT course.
 - e. Construct achievement tests to assess attainment of the learning objectives.
 - f. Develop an instructional program to attain the learning objectives.
 - g. Administer the instructional program to the FBSEP students.
 - h. Evaluate the effectiveness of the FBSEP program.
 - i. Revise the program according to the results of the evaluation.

MODULE 3
DEVELOPMENT OF LEARNING OBJECTIVES

OBJECTIVE: Define "learning objective" and indicate how such an objective can be meaningfully stated.

STUDY MATERIAL

In the previous module, you learned something about how the basic skills were selected for inclusion in the FBSEP program. In this module you will learn how these basic skills were placed in a format for instruction.

A format that has proven most effective is the learning objective. A learning objective should describe precisely what a person must do when a task or skill is performed. The objective states the action the person must take, the conditions under which the action must occur, and the standard of performance that the person must achieve. These three elements are derived from a task analysis of course materials, from observations of training and testing, and from interviews with instructors and administrators of the O5C course.

The action element of a learning objective identifies what the individual is to accomplish as a result of his performance. This element always includes a verb which describes an observable action or an observable product which is the result of the action.

Some verbs communicate their intended actions more clearly than others. Examples of verbs in which the intended actions are relatively clear are:

calculate
write
schedule

lift
replace
identify

Some examples of verbs in which the intended actions are not so clear are:

enjoy	accept
know	appreciate
trust	comprehend

The FBSEP training material does not use any verbs like these in its learning objectives.

The conditions element identifies the conditions or circumstances under which the performance must take place. It indicates the important environmental factors that may affect performance.

Some examples of environmental factors that may be required for the performance are:

Under all weather conditions...
In a field...
At a temperature below 32°F...
In a tactical situation...

The conditions element also indicates important items that a person has available or does not have available when performing.

Some examples of these conditions are:

Without reference to class notes. . .
Given a Table of Contents. . .
Given an orally stated decimal. . .
Using only one hand. . .
Given a conversion table. . .

The standards element identifies the level of performance that the individual is to meet in this performance. Standards can be in terms of accuracy, quality, time, or any combination of these three dimensions.

Some examples of standards that one might see are:

With no more than 2 errors. . .
Completely rust free. . .
At least 3 out of 4 items correct. . .
100 feet or less from the target. . .
With 80% accuracy. . .

Some examples of learning objectives are shown below.

<u>Basic Skill</u>	<u>Conditions</u>	<u>Action</u>	<u>Standard</u>
Verbal	Given a text which includes an index and the requirement to find the page on which a particular bit of information is found. . .	find the page.	.without error
Non-verbal	Given ten 3-digit numbers, pencil, and paper.	.add the numbers.without error

It should be noted that the context of the learning objective depends on the MOS/school concerned. Individuals in the clerical field work with tests and add numbers. Individuals in the communications field work with radios and add numbers to find the time in a particular location or zone.

An example of an FBSEP learning objective, based on the analysis of material in the Radio Teletype Operator course, is as follows:

<u>Basic Skill</u>	<u>Conditions</u>	<u>Action</u>	<u>Standard</u>
Given a Table of Contents in a book or manual and specific information to be located.find which paragraph, page or item number has the information that you need.	The standard is three out of four items correct.

Development of learning objectives for the FBSEP course began once the 05C AIT training tasks and their underlying basic skills were identified. Basic skills are those skills that one might reasonably expect the average student to bring with him when he enters the 05C AIT course. These are skills which are necessary for success in the course.

MODULE 3
SELF TEST

1. The actions, conditions, and standard elements of learning objectives used in the FBSEP course were derived from:

- ☐ a. A time-and-motion analysis of how the task is performed by an expert.
- ☐ b. An analysis of course materials, observations of training and interviews of instructors in the 05C AIT course.
- ☐ c. An analysis of field manuals used.
- ☐ d. Systematic observations of the on-the-job performance of lower aptitude personnel.

2. Below is a list of common verbs. Indicate with an X those verbs which can be used as the action element in a learning objective.

- a. ☐ understand
- b. ☐ appreciate
- c. ☐ multiply
- d. ☐ find
- e. ☐ enjoy
- f. ☐ know
- g. ☐ repair
- h. ☐ believe
- i. ☐ trace
- j. ☐ compare

3. Below is a list of items. Indicate with an X those items that might be included in the conditions element of a learning objective.

- a. ☐ thick smoke
- b. ☐ adding machine
- c. ☐ heat
- d. ☐ crowbar
- e. ☐ textbook
- f. ☐ pressure gauge
- g. ☐ slide rule
- h. ☐ dictionary
- i. ☐ noise
- j. ☐ linear equation

4. Below is a list of statements that might be used as the standard in a learning objective. Indicate with an X those statements which are precise enough to be used as the standard of a learning objective.

- a. ☐ within two minutes
- b. ☐ plus or minus 5 degrees of the true value
- c. ☐ without any errors
- d. ☐ reasonably close
- e. ☐ very quickly
- f. ☐ at least 8 out of 10 correct
- g. ☐ plus or minus 50 degrees of the true value
- h. ☐ free of all visible dirt

5. Below are six learning objectives. Examine each objective and indicate how each could be improved.
- a. Given a list of 20 words, the student spells the words.
 - b. Given an improperly timed Model 47 gasoline engine and timing tools, adjust the timing on the engine quickly.
 - c. Given the troubleshooting chart for an electric motor and the description of a malfunction, know how to use the chart to determine the cause of the malfunction and correct it.
 - d. Given the wiring diagram of the electrical circuits in an automobile, trace and identify the major components of the ignition system circuit with accuracy.
 - e. Given the blank form to requisition supplies and a list of needed supplies, understand how to make all required entries on the form.
 - f. Given a list of numbers, the student correctly finds the sum of (adds) the numbers.

MODULE 3
CRITIQUE OF SELF TEST

1. The answer is b, "an analysis of course materials, observations of training and interviews of instructors in the O5C AIT course."

2. The correct answers are c, "multiply" - We may be able to

observe the action and can observe the product.

d, "find" - We may be able to observe the action and can observe the product.

g, "repair" - We can observe the action and the product.

i, "trace" - We can observe the action.

j, "compare" - We can observe the product.

Understand, appreciate, enjoy, and believe are more difficult to observe and they do not lead to an easily observable product.

3. The correct answers are a, b, c, d, e, f, g, h, i, j. ALL OF THEM.

Thick smoke, heat, and noise are environmental factors that may have to be included under "conditions." For example, a fireman climbs a ladder under conditions of thick smoke and heat.

4. The correct answers are a, "within two minutes"
 b, "plus or minus five degrees of the true value"
 c, "without any errors"

- f, "at least 8 out of 10 correct"
- g, "plus or minus 50 degrees of the true value"
- h, "free of all visible dirt"

The incorrect answers are

- d, reasonably close (How close is reasonably close?)
- e, very quickly (How quickly is very quickly?)

5. There are no exact answers for this question. The following are examples of improvements that could be made:

- a. Add a standard such as "with 90% accuracy."
- b. Change "quickly" to something more precise such as "within three minutes."
- c. Change "know" to "demonstrate" or "show."
- d. Change "with accuracy" to something more specific such as "with 100% accuracy."
- e. Delete "understand how to."
- f. This objective is vague. It would be better to say "given a list of five 6-digit numbers..."

MODULE 4
RELATIONSHIP AMONG OBJECTIVES - HIERARCHY CHART

OBJECTIVE: Describe how the FBSEP objectives are related to each other in a hierarchy chart.

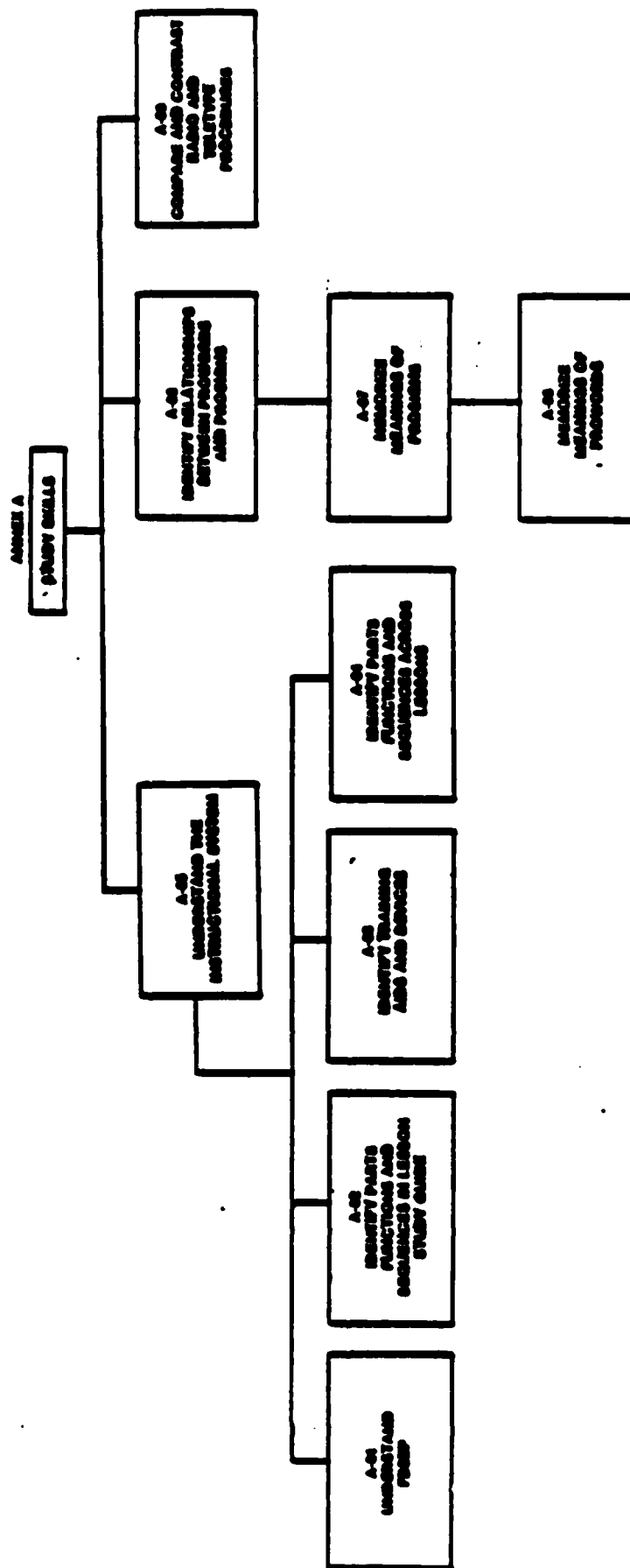
STUDY MATERIAL

In the previous module you learned about the characteristics of learning objectives. In this module you will learn how the learning objectives in the FBSEP course are related to each other and how they are placed in a hierarchy chart.

Once the basic skills that support the 05C AIT course were identified and stated in terms of objectives, these objectives were examined to see how they were related to each other. First, the skills were identified as belonging to one of the following four groups:

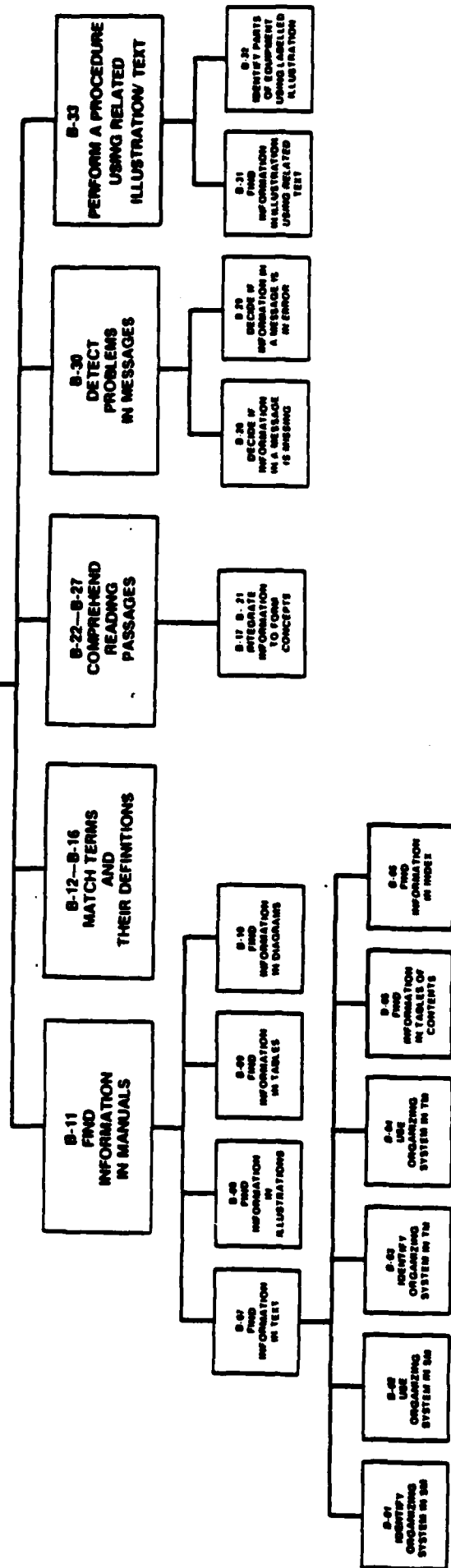
- A. Study Skills
- B. Reading Skills
- C. Language Skills
- D. Math Skills

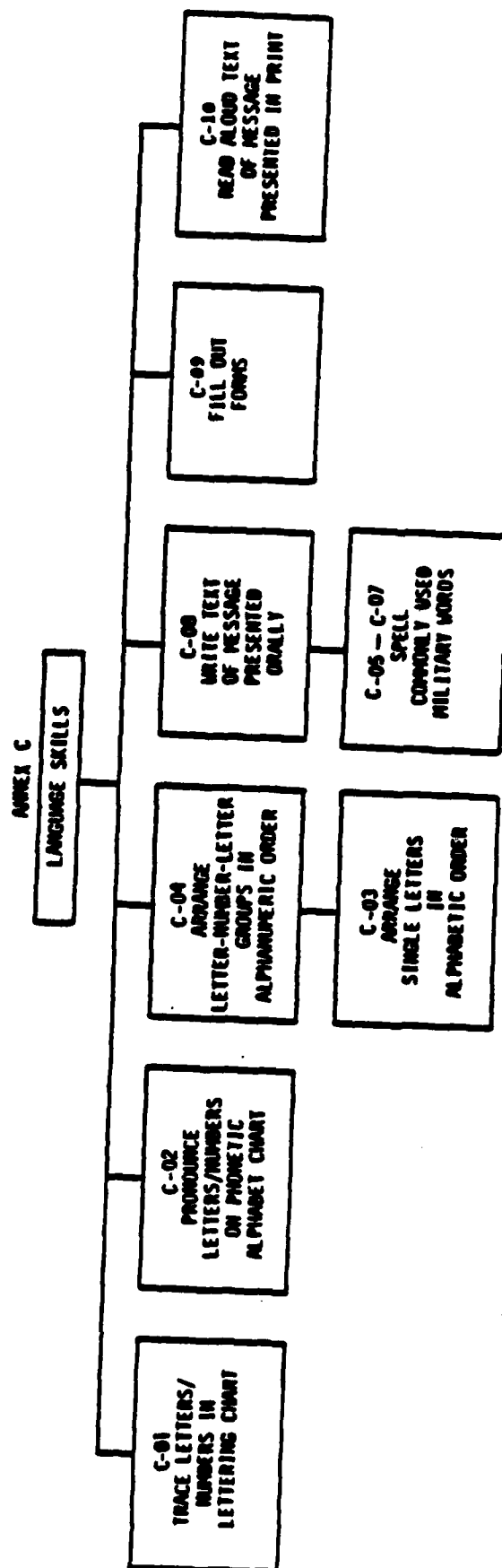
Within a group of skills, for example math skills, the objectives were analyzed into sets of subordinate behaviors. The result was a hierarchy of FBSEP behavior in which the sequence of learning proceeds from bottom to top. The bottom-level objectives describe the level of performance at which instruction should begin, and the top level describes the minimum knowledge and skills a student should have to be able to perform successfully in the 05C AIT course. This arrangement is shown in the four hierarchy charts in this module, one for each group of skills. Each box in the hierarchy chart contains one objective and each objective is taught in one FBSEP lesson.

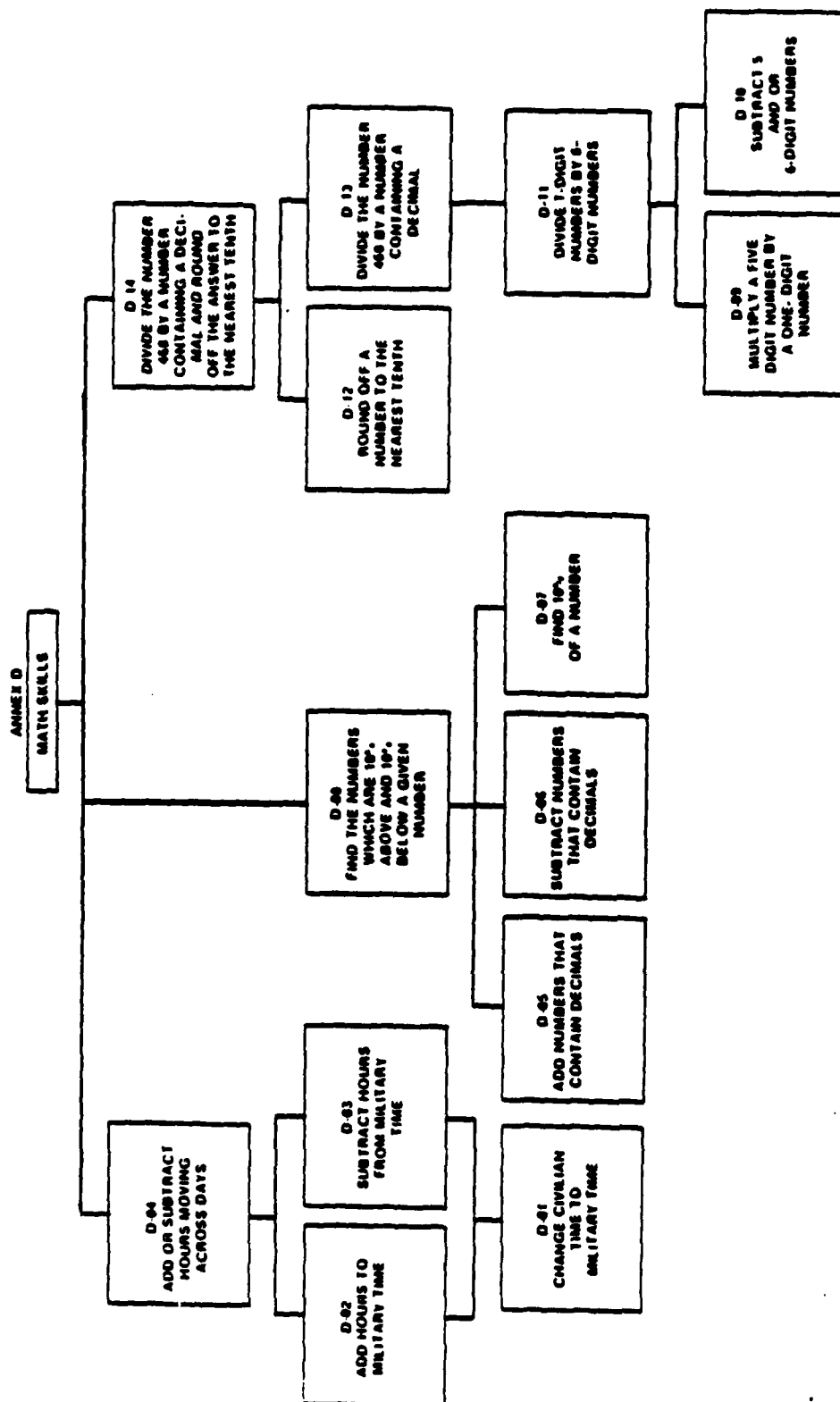


READING SKILLS

READING SKILLS







In the math skills annex, note that objectives D-09 through D-13 support the higher top-level objective D-14. Depending on his identified deficiencies, a student could start instruction at any level of this group of lessons, but he should proceed upward toward D-14 and not downward. If it has been determined by the Diagnostic Test that a student can multiply a five-digit number by a one-digit number (D-09) and can subtract six-digit numbers (D-10), but cannot divide seven-digit numbers by six-digit numbers (D-11), this student would receive FBSEP lesson D-11 but not D-09 or D-10. He then would proceed with those lessons further up the hierarchy which have been assigned to him on the basis of his Diagnostic Test scores. For example, this same student might be assigned D-15 and then D-17 after completing D-11. He may not need D-12.

Objectives on the same level on the hierarchy chart can be taught in any order. Thus, D-06 can be taught before or after D-07. Also, each branch of a hierarchy chart is independent of each other. So the objectives supporting D-08 could be taught before those supporting D-04.

MODULE 4
SELF TEST

1. List the four basic skill areas covered in the FBSEP course.

- a. _____
- b. _____
- c. _____
- d. _____

2. Below are five lower-level objectives:

Obtain blank copies of a Supplies Requisition Form.
Use the index of a technical manual.
Fill out a Supplies Requisition Form.
Find a specific item on the supply room shelves.
Request authorization to issue item.

From the list of statements below, choose the one statement which could be a top-level objective for the above objectives.

- ___ a. Determine parts in short supply.
- ___ b. Keep stored items clean.
- ___ c. Rotate stock on supply room shelves.
- ___ d. Issue an item from stores.
- ___ e. Inventory stock-on-hand in a supply room.

3. Which objective in each of the below listed four groups should be taught first? (Use the hierarchy charts in this lesson.)

- a. A-01 or A-05 _____
- b. D-02 or D-03 _____
- c. D-05 or D-08 _____
- d. A-05 or A-08 _____

MODULE 4
CRITIQUE OF SELF TEST

1. The four basic skill areas are:

- a. Study Skills
- b. Reading
- c. Language
- d. Math

2. The correct answer is d, "Issue an item from stores."
The five lower-level objectives are prerequisites for the top-level objective "issue an item from stores."

3. a. A-01 Since A-01 is below A-05 on the hierarchy chart, it should be taught first.
- b. D-02 or D-03 It doesn't matter which is taught first since these lessons are on the same level in the hierarchy chart.
- c. D-05 Since D-05 is lower than D-08 on the hierarchy chart, it should be taught first.
- d. A-05 or A-08 It doesn't matter which is taught first, since these lessons are on different branches of the hierarchy.

MODULE 5
NATURE OF MASTERY LEARNING

OBJECTIVE: Ascertain that students achieve mastery before permitting them to advance.

STUDY MATERIAL

In the world of work, say in the job of a soldier, the thing that counts most is performance. If a person can perform the duties of his or her job at some satisfactory level--to some specified criterion--we can say that the person has mastered the job. Mastery should be thought of as a GO or a NO GO matter. The person can perform the duties of the job or cannot perform them. Ideally, we do not want to settle for situations where people are GO on some critical tasks and NO GO on related ones. For example, we wouldn't want to trust a radio operator who is GO on transmitting but NO GO on receiving. Or trust a surgeon who is GO on making incisions but NO GO on suturing. If the task is critical to effective job performance, then the person must be GO on it. Note that time on the job or amount of job experience is not the criterion, performance is.

The same situation pertains to learning. For example, students must demonstrate that they have mastered certain skills, that is, that they can perform them, not that they were exposed to so many classes for so many hours or were instructed in so much content. Just being in the class doesn't count; students must show that they can perform. Only then are we willing to say that they have mastered the subject matter.

Equally important is the fact that you should evaluate a student's performance in terms of an absolute criterion such as 80% accuracy

or 90% accuracy. This criterion is based directly on the course objectives. Using this method, individual student performance is evaluated against a standard of excellence rather than against the performance of other students. The standard is determined during the course development phase, and it has nothing to do with comparing one student's performance with another's. For example, suppose a student has a higher score than many other students but he has attained only 90% accuracy on a test where the standard has been set at 95%. He should be required to practice some more and then be retested. A student either reaches the established criterion or he does not.

Since you will be asked to certify that your students have mastered certain skills, you want to be confident of your evaluation. In judging a student's mastery of a skill, you will be influenced by his speed and completeness of accomplishment and to a certain extent by his apparent confidence. Another important source of information to you is the number of times he has demonstrated mastery of the skill. In other words, one way to make sure a student can perform to criterion is to have him perform a task or skill more than one time. For example, if the desired skill is to square a set of numbers without error, and the student does so readily without error, sure, you might require him to do the same thing again with a different set of numbers and observe his performance. If he evidences lack of confidence or makes errors, you may then assign him other sets of numbers to square for skill practice before coming back for re-evaluation. For some skills, it is important that the student repeat the performance a number of days later to show that he has not only learned the skill, but has retained it over a period of time. All students differ in their ability to master and retain skills. It is your job as an instructor to provide adequate assistance, skill practice, and performance testing for each student during mastery learning.

A related matter is this. Students must demonstrate mastery in a skill or set of skills before they are permitted to advance to the next subject matter. Insisting on this mastery tends to prevent students from advancing prematurely, that is, studying new subject matter before they have acquired the necessary underlying knowledge and skill. It will be your job to make sure that students have achieved mastery in the various basic skills. How you will do this will be discussed in the next module. It is sufficient now to recognize the importance of the concept of mastery learning.

MODULE 5
SELF TEST

1. To evaluate the progress of the students in the FBSEP course you will compare the performance of each student with:

☐ a. all other students in the class.
☐ b. a classroom developed standard of performance.
☐ c. an established standard based on course objectives.
☐ d. all of the above.

2. As used here, mastery learning means:

☐ a. to reach a specified criterion.
☐ b. to qualify on a job.
☐ c. to attain the highest possible score.
☐ d. to learn as much as possible.

3. Which of these is the most defensible criterion of performance?

☐ a. The student must get at least twice as many answers correct as the poorest student gets.
☐ b. The student must score in the top 5% of the class.
☐ c. The student must get at least 90% of the answers correct.
☐ d. None of these is defensible.

4. In the FBSEP course, a student must demonstrate mastery before he can:

☐ a. advance to new subject matter.
☐ b. complete the FBSEP course.
☐ c. be said to have reached criterion.
☐ d. all of the above.

5. In the assignment of personnel to duties in the Army, the best qualified individual should be:
- ☐ a. the one who has had job experience.
 - ☐ b. the one who has made the highest grades in a school course.
 - ☐ c. the one who has demonstrated mastery of the job duties.
 - ☐ d. the one who is a college graduate.
6. In evaluating students for their mastery of certain skills, it is important that you have them perform the skill:
- ☐ a. once.
 - ☐ b. twice.
 - ☐ c. three times.
 - ☐ d. as many times and at such intervals as to demonstrate that they have not only learned the skill but have also retained it over a reasonable period of time.
7. In selecting individuals for a job, what counts most should be:
- ☐ a. knowing about the job.
 - ☐ b. attending school courses.
 - ☐ c. performing the job duties.
 - ☐ d. spending time on the job.

MODULE 5
CRITIQUE OF SELF TEST

1. The correct answer is c, "an established standard based on course objectives."

As an instructor you should evaluate a student's performance in terms of an absolute criterion, e.g., "define correctly the meaning of seven out of ten words;" or "solve each of the given mathematical problems correctly." These criteria are based directly on course objectives. Using this method, the individual student is evaluated against a standard of performance rather than against the performance of other students.

2. The correct answer is a, "to reach a specified criterion."

Mastery learning means that a person is engaged in learning to perform the duties of his job to a satisfactory level, a level of performance which will demonstrate that the person has mastered the job. The student achieves a standard of excellence.

3. The correct answer is c, "The student gets at least 90% of the answers correct."

The standard is one of excellence which the student must attain and therefore is a defensible criterion. Answers a and b compare student performance against other members of the class and not a specific criterion, and therefore are the least defensible.

4. The correct answer is d, "all of the above."

The FBSEP course utilizes mastery of learning, so statements a, b, and c, are all correct. To advance to new subject matter, to complete the FBSEP course, and be said to have reached criterion, the student must demonstrate mastery.

5. The correct answer is c, "the one who has demonstrated mastery of the job duties."

Although answers a, b, or d are commendable in that they indicate either some job experience or high learning ability, they do not indicate mastery of the job duties.

6. The correct answer is d, "as many times and at such intervals as to demonstrate that they have not only learned the skill but have also retained it over a reasonable period of time."

The judgment of the instructor enters into an evaluation. Skill mastery includes performance by the student within a reasonable period of time.

7. The correct answer is c, "performing job duties."

In selecting individuals for a job there is some merit in the individual, a, knowing about the job, b, attending school courses with relevant material, or d, spending time on the job. However, what counts is how one performs the job duties.

5. Complete the following statements with the correct test name (lesson, Diagnostic, remediation).

- a. The first test a student takes in the FBSEP program before he takes a lesson is called the _____ test.
- b. If a student has had to be assigned additional material in a lesson after failing a test, he must then take the _____ test.
- c. After completing the lesson material and Practice Exercise, a student then takes the _____ test.

6. Mark an X in front of each correct response to the following statement.

The instructor would check the student's Practice Exercise if:

- ___ a. the student has spent too little time on the lesson material.
- ___ b. he saw the student reading a comic book.
- ___ c. the student failed the remediation test.
- ___ d. the student was working hard.
- ___ e. the instructor had nothing else to do.

MODULE 6
CRITIQUE OF SELF TEST

1. The correct answer is d, "all of the above." Informal evaluation by the instructor should include day-to-day observation of a student's a, attitude toward the FBSEP course, b, manner in going about work, and c, quality of work.
2. The two tests used in the FBSEP course are:
 - a. lesson tests.
 - b. remediation tests.
3. The correct answer is c, "measure mastery of the learning objectives of the course." The particular format for a test depends on the nature of the skill being evaluated. As much as possible, the tests are designed to approximate closely the behavior specified in the learning objectives.
4. The correct answer is c, "evaluate a student's ability to perform the basic skills prerequisite to the 05C AIT course." This Diagnostic Test does not a, measure basic skills in general or b, evaluate a student's prior knowledge of the material taught in the 05C AIT course.
5.
 - a. "Diagnostic." Students are evaluated by the diagnostic test before starting any lessons in FBSEP.
 - b. "remediation." After failing the lesson test and going through remediation the student takes the remediation test.
 - c. "lesson." The lesson test is given at the completion of the lesson material.

Learning Objective Add hours to or subtract hours from military time, even if it involves moving across days.

STANDARD: Each question is worth one point. You must get 5 out of 5 total points to pass this test.

SAMPLE TEST ITEMS:

1. Add 3 hours to 2332 hours, December 8.
2. Subtract 5 hours from 0349 hours, June 2.
3. Subtract 6 hours from 0910 hours, November 14.
4. Add 8 hours to 1705 hours, August 10.
5. Subtract 10 hours from 0700 hours, March 24.

SAMPLE ANSWERS:

1. 0232 hours, December 9
2. 2249 hours, June 1
3. 0310 hours, November 14
4. 0105 hours, August 11
5. 2100 hours, March 23

Practice Exercise. In addition to the test explained above, each lesson contains a practice exercise which the students are to complete. This is one or more sets of problems to be worked or questions for the student to answer. The purpose of this exercise is to prepare the student for the lesson test. Answers and explanations for the answers to the practice exercise are given to the student. While the instructor is not required to check the answers to these questions, there may be some conditions in which he would do this. If a student asks for the lesson test before the instructor feels the student has had time to adequately go through the lesson material, the instructor could ask to see the answers to the practice exercise. Or, if a student does not pass the remediation test, the instructor might wish to check his practice exercise as well as his remediation exercise.

MODULE 6
SELF TEST

1. Informal evaluation consists of observation of each student's:
 - ☐ a. attitude toward the FBSEP course.
 - ☐ b. manner in going about work.
 - ☐ c. quality of work.
 - ☐ d. all of the above.

2. Besides the Diagnostic Test, what are the two tests used in the FBSEP course?
 - a. _____
 - b. _____

3. As much as possible, tests are designed to:
 - ☐ a. cover all study material not covered in class.
 - ☐ b. provide a method to competitively grade students against one another.
 - ☐ c. measure mastery of the learning objectives of the course.
 - ☐ d. provide a method of giving a student a daily grade.

4. The Diagnostic Test for the FBSEP course was developed to:
 - ☐ a. determine a student's weaknesses in general basic skills.
 - ☐ b. evaluate a student's prior knowledge of the material taught in the 05C AIT course.
 - ☐ c. evaluate a student's ability to perform the basic skills prerequisite to the 05C AIT course.
 - ☐ d. all of the above.

MODULE 6
ROLE OF INSTRUCTOR IN THE EVALUATION PROCESS

OBJECTIVE: Evaluate each student's level of proficiency by formal administration of tests and by informal observation.

STUDY MATERIAL

One of your most critical responsibilities in the FBSEP course is to evaluate the students' progress and then to take appropriate action depending on the results of your evaluation. In this module, we will describe briefly the evaluation materials and procedures.

There are two main ways in which you will make your evaluation--informal and formal. Your informal evaluation consists of your day-to-day observation of each student's performance. In the course of a day, you will have many opportunities to observe all students...to note their attitudes toward FBSEP, how they go about their work, and the quality of their work. These informal observations can help you decide what kind of feedback will increase the students' success in the program.

The second kind of evaluation that you will make involves administration of formal tests. The lesson tests and remediation tests that you will use, the scheduling of these tests, and the administration and scoring procedures you are to follow will be specified in the Learning Supervisor Guide which you will learn about later. Explicit instructions for administering the tests will be provided with those tests, along with procedures for scoring items. As much as possible, these tests are designed to measure the student's mastery of the learning objectives.

In terms of their purpose and timing, the tests to be used in the FBSEP course will be of three types: diagnostic tests, lesson tests, and remediation tests.

Diagnostic Test. The Diagnostic Test was developed to evaluate the students' ability to perform those basic skills identified as pre-requisites to the radio teletype operator course. For each of the objectives written for the identified basic skills in reading, math and language, several test questions were devised. Study skills are not measured on the Diagnostic Test; these lessons will be assigned to students who score the very lowest on the test as a whole. Except for a few questions, the multiple-choice format was used for this test.

When students are assigned to the 05C AIT course, they will be given the Diagnostic Test and a demographic Student Questionnaire. On the basis of their performance on groups of items, students will be assigned to particular FBSEP lessons. More details on this test and instructions for administration are given in the Test Manual.

Lesson Tests. These tests are administered at the end of each lesson to assess the students' mastery of the content of the lesson. No separate pretest is administered since the Diagnostic Test items fulfill this function. The student is told how much credit is given for each correct answer and how many answers he must get correct to pass the test. An FBSEP Student Progress Report will be issued for each student and will have space for recording the student's test results.

Remediation Tests. If a student does not pass the lesson test, he will be directed to complete the Remediation section of the lesson. After that a remediation test, which is a parallel form of the lesson test, is administered.

An example of how a test item is designed to measure the attainment of a learning objective follows.

6. The correct answers are a and c. The instructor would check a student's practice exercise if the student spent too little time on the lesson material or if he failed the remediation test. If a student was reading a comic book the instructor would first check to see what the student should be doing, whether or not he had completed a lesson or a lesson test. If a student is working hard there is no need to check his practice exercise.

MODULE 7
RESPONDING TO STUDENTS' PERFORMANCE

OBJECTIVE: Identify effective and ineffective responses to students' performance in the classroom.

STUDY MATERIAL

In this module we will discuss students' classroom performance and the ways in which the instructor should respond to that performance so as to increase the effectiveness of the FBSEP course.

Student Classroom Behavior

In the FBSEP course, we are concerned with two types of student performance, deportment and achievement.

By deportment we mean the things that the student does or fails to do which are not directly related to the goals of FBSEP. Deportment can be positive or negative. We say that it is positive when we feel that it is consistent with appropriate student behavior. We say that it is negative when we feel that it conflicts with expected student behavior. A few examples may make these distinctions clear. We expect students to arrive to class on time and to be attentive in class. The student who arrives on time and is attentive is displaying positive deportment. The student who arrives to class late and is inattentive is displaying negative deportment.

By achievement we mean the things that the student does or fails to do which are directly related to the goals of FBSEP. Achievement also can be positive or negative. A student who does well on a lesson test or a remediation test is displaying positive achievement. A student who fails a lesson test or a remediation test is displaying negative achievement.

Instructor Responses

As an instructor, it is your job to respond to your students' performance - their deportment and their achievement, in ways that

further the goals of FBSEP. In this section we will discuss four types of responses that you can make: rewards, corrective feedback, punishment, and counseling.

Rewards: Instructors in the FBSEP course are limited in the kinds of rewards that they can give. All that you can do is praise the student, and while praise may seem to be a very modest kind of response, it can be very effective. Do not hesitate to praise students who have demonstrated positive deportment or positive achievement. A positive word, a smile, or a pat on the back can go a long way in letting a student know that you know he has done well. It also will encourage him to continue his good work. The only caution here is to be sure that the student deserves the praise, keeping in mind that for low aptitude students, even modest positive performance should be acknowledged.

Corrective Feedback: Corrective feedback is something you do when the student demonstrates negative performance, primarily negative achievement. It involves letting the student know that he is doing something wrong, showing him how to do it correctly, and then helping him perform the step or task correctly. You would give corrective feedback when you see a student making errors on a practice exercise or when you see that he has made errors on a test. Remember that the goal of corrective feedback is not to criticize the student personally, but to point out wrong answers and to explain how to get the correct answer. The important thing here is to be sensitive to your students' performance, to be patient, and to be constructive.

We mentioned earlier that corrective feedback is generally used for negative achievement. It also can be used for negative deportment if you feel that the student does not know what he is doing wrong and how to perform correctly.

Punishment: Punishment can be a response to negative deportment. It should not be used as a response to negative achievement. If the student is disorderly in class, administer punishment. Now you might be asking, "What kind of punishment can I give?" As is true of rewards, your options are very limited. You really have but two choices, verbal criticism or referral to the FBSEP coordinator.

Verbal criticism is self-evident. It means telling the student that his behavior is unacceptable and must stop. Try to confine your criticism to the student's behavior, not to the student as a person. Criticize the act, not the individual. Try to keep cool when you do it.

If the student's negative deportment is severe and/or continuous, let the FBSEP coordinator know. He has the authority to take more drastic actions. Students who are causing problems should be given a warning about referral to the FBSEP coordinator before you take this step. The warning itself may put an end to the problem.

Before we leave the area of punishment, keep an important thing in mind. Try to determine if the student's misbehavior was deliberate. If it appears to have been deliberate, then punishment is appropriate. If there are extenuating circumstances, consider counseling. Counseling is discussed later in this module.

How Much And When: Two important things to consider about rewards and punishment are "how much" and "when." The "when" is the easiest question to answer. Administer rewards or punishment as soon after the student's performance as possible. Don't delay. The only caveat here is to administer punishment in private....not in front of the student's peers. "How much" is a harder question to answer. It depends on you, the student, and the situation. Try to use common sense. Also keep in mind that gestures and tones of voice are as important as the actual words you use.

Counseling: In an earlier section we touched on "extenuating circumstances" which may account for a student's negative deportment. Such circumstances include not knowing what was expected, receiving conflicting instructions, and having personal problems which interfere with classroom performance. The one way you can find out if an extenuating circumstance is a factor is to talk to the student. If this does not produce the expected results, the company commander and/or first sergeant might provide some information that might shed some light on the situation. If there are extenuating circumstances, don't punish the student; try to eliminate the cause of the negative deportment. In some cases you should be able to handle the situation yourself. For example, you can clarify what was expected of the student and resolve the issue of conflicting instructions. If the extenuating circumstances involve personal problems, illness in the family, debts, love affairs, or drugs, refer the student to the FBSEP coordinator who can arrange for professional counseling.

MODULE 7
SELF TEST

1. Which of the following is an example of positive deportment?

- ☐ a. The student volunteers to help another student who is having difficulty.
- ☐ b. The student receives a high score on a lesson test.
- ☐ c. The student receives a low score on a remediation test.
- ☐ d. The student dozes during a class.

2. Which of the following is an example of negative achievement?

- ☐ a. The student receives a high score on a remediation test.
- ☐ b. The student receives a low score on a lesson test.
- ☐ c. The student walks out of the class before the class is over.
- ☐ d. The student stays after class to ask the instructor questions about the material.

3. Which of the following is an example of a reward that an instructor can give to a student?

- ☐ a. Time off to take care of personal matters.
- ☐ b. His choice of assignment after he completes a school.
- ☐ c. Excuse him from certain modules in the FBSEP course.
- ☐ d. A smile.

4. Which of the following is an example of a punishment that an instructor can give to a student?

- ☐ a. Keep him after class.
- ☐ b. Criticize his behavior.
- ☐ c. Confine him to his barracks on the weekend.
- ☐ d. Hit him.

5. Which of the following is an example of corrective feedback?

- ☐ a. "You did very well on this test."
- ☐ b. "You did very poorly on this test."
- ☐ c. "That's not right. Let me show you how to do it."
- ☐ d. "The FBSEP coordinator will be able to help you with that problem."

6. When a student has a personal problem that seems quite serious, the instructor should:

- ☐ a. try to help the student.
- ☐ b. refer the student to the Salvation Army or another public agency that deals with such problems.
- ☐ c. refer the student to the FBSEP coordinator.
- ☐ d. take no action since the student probably will be able to solve the problem by himself.

7. When is the best time to administer rewards or punishment to a student?

- ☐ a. As soon as possible after it is deserved.
- ☐ b. After first discussing the matter with the FBSEP coordinator.
- ☐ c. The day after it is deserved.
- ☐ d. After class so that other students will not know what is going on.

8. Below is a list of student classroom behaviors. Indicate the kind of action that the teacher should take for each behavior.

- a. Student is tardy coming to class without an acceptable excuse. It is the first time he has done this.
- b. Student gives the wrong answer to the teacher's question. It is the first time he has done this.
- c. Student offers to help another student who is having trouble with course material. It is the third time that he has offered to do this.
- d. Student is tardy coming to class without an acceptable excuse. It is the third time he has done this.
- e. Student earns a perfect score on a lesson test. It is the first time he has done this.
- f. Student reports that his mother is dying and he wants to go to her bedside.
- g. Student appears to be under the influence of drugs of some sort.
- h. Student gives the wrong answer to the teacher's question. It is the second time that he has done this.
- i. Student offers to help another student who is having trouble with course material. It is the first time he has done this.
- j. Student reports that he was involved in a traffic accident and must appear in court the next day.

MODULE 7
CRITIQUE OF SELF TEST

1. The correct answer is a, "The student volunteers to help another student who is having difficulty." Alternatives b and c deal with achievement and alternative d deals with negative deportment.
2. The correct answer is b, "The student receives a low score on a lesson test." Alternatives c and d deal with deportment. Alternative a deals with positive achievement.
3. The correct answer is d, "A smile." An instructor is not authorized to give the other rewards. He can, however, recommend such rewards to the FBSEP coordinator.
4. The correct answer is b, "Criticize his behavior." An instructor is not authorized to use the other punishments. If it is a serious infraction, contact the FBSEP coordinator.
5. The correct answer is c, "That's not right. Let me show you how to do it." The student is not corrected in a personal way. Alternative a is an example of a reward and alternative b is not very helpful to the student. Alternative d is incorrect because the FBSEP coordinator is not there to give corrective feedback. That's your job.
6. The correct answer is c, "refer the student to the FBSEP coordinator." Alternative b is not appropriate because the Army has its own service agencies. Taking no action does not help solve the problem, and you may lack the skill or time to help the student yourself.

7. The correct answer is a, "As soon as possible after it is deserved." Rewards and punishment should be given promptly, as soon as you are aware that they are deserved. There is no need to discuss your giving praise or criticism with the FBSEP coordinator.

8. The correct answers are:

- a. punishment (verbal criticism)
- b. corrective feedback
- c. rewards (praise)
- d. punishment or counseling by the FBSEP coordinator
- e. rewards (praise)
- f. counseling by the FBSEP coordinator
- g. counseling by the FBSEP coordinator
- h. corrective feedback
- i. rewards (praise)
- j. counseling by the FBSEP coordinator

MODULE 8

ATTITUDES OF INSTRUCTORS

OBJECTIVE: Display positive attitudes towards students, FBSEP materials, and instructional methods.

STUDY MATERIAL

Importance of Attitudes

Your attitude toward the goals of the FBSEP program, the training materials, the training methods, and the students, all influence the attitudes of your students towards learning and their level of performance in the classroom. They have this influence because your attitudes will be evident to the students in the things that you do inside and outside the classroom.

As much as possible, maintain a positive and optimistic attitude towards the program's goals, the program's materials and methods, and the students. Say things and do things which imply a positive and optimistic outlook. Avoid "knocking" or "poor mouthing" the system.

You have already learned something about the program's goals, materials, and methods. If you like them, say so, and don't be afraid to let your students hear you. If you find fault with certain aspects of the goals, materials, or methods, share your concerns (and your suggestions) with the program administrator, not with your students. If the negative aspects can be identified, action can be taken to correct them.

Your attitude towards your students is particularly critical. Remember that some of them are lower aptitude personnel. Others just have some gaps in their basic skills. The lower aptitude students may have a history of frustration and failure, both in school and on the job. As a result, they may lack self-confidence in their ability to master the material in the FBSEP course. This lack of self-confidence can materially hamper their performance in the FBSEP program.

And yet they have hope as evidenced by their participation in the FBSEP program. They see the FBSEP program as an opportunity to increase their skills, as a way to improve themselves, and as a chance to make something of their lives. Your job is to capitalize on this hope and to increase their confidence in themselves.

Some Suggestions. The following actions may help you deal with the problems noted above:

1. Avoid comments which refer to the fact that the students have lower aptitudes, have experienced failures in schools and on jobs, and lack self-confidence. They already know this. If you can't emphasize the positive, don't comment on the subject in their presence.
2. Remember that not all of the students taking an FBSEP lesson have lower aptitude. Some students are assigned just a few lessons because they have some gaps in their basic skills. Other students who must take many of the FBSEP lessons may have the aptitude, but were not adequately taught the skills in school.
3. Treat your students' questions with respect. Assume that when questions are asked, the student wants to know. Even if the question seems stupid and the answer obvious, give the student the benefit of the doubt. Answer his question.

4. Give your students frequent opportunities for success. During practice this can be done by breaking tasks into small, more manageable bits. The chance of the student succeeding on a component of a task is greater than the chance of his succeeding on the task as a whole. Eventually, of course, require the student to practice the entire task. The best way to ensure that the student experiences success is to ensure that he has had sufficient practice on the task before taking the test. Don't be afraid to ask a student if he is ready for a test before you administer it. He probably knows his capabilities better than you. If he's not ready, see that he gets the needed additional help.
5. Indicate confidence in the student's ability to perform correctly before he starts on a task. Say words to that effect. Show you believe it, and the student will be more apt to believe it himself.
6. Give positive feedback when your students perform correctly. During practice, this can take place while the person is performing. In test situations it should be withheld until the task has been completed. The standard of what constitutes "correct" performance depends on whether it is a practice or test situation. Standards during practice can initially be lower than those established for the test. Test standards, however, should not be lowered.
7. When students fail to perform to standards, give corrective feedback. Comment on the incorrect actions taken rather than the personality or aptitude of the student.

8. Show a personal interest in your students. Take the time to learn something about their background (home town, marital status, hobbies, goals in life, etc.). Knowing these things can help you work with them in the FBSEP program.

MODULE 8
SELF TEST

1. Which of the following statements best describes the lower aptitude students enrolled in the FBSEP program?
 - ☐ a. They have had a history of success both on jobs and in schools.
 - ☐ b. They have a great deal of self-confidence.
 - ☐ c. They have experienced difficulty both on jobs and in schools.
 - ☐ d. They want to make the Army a career.

2. If you find fault with the goals, materials, or methods of the FBSEP program, what should you do?
 - ☐ a. Let your students know how you feel.
 - ☐ b. Keep your opinions to yourself . . . Do nothing.
 - ☐ c. Let the program administrator know how you feel.
 - ☐ d. Make whatever changes you think are needed to get a better FBSEP program.

3. One of your students does well on a test. What should you say to him?
 - ☐ a. "You did a good job. Keep it up."
 - ☐ b. "It's about time you got it right."
 - ☐ c. Nothing. He is expected to do a good job.
 - ☐ d. "Who did you copy your answers from?"

4. A student is preparing to take a test and you think he knows the material. What should you say to him?

- ☐ a. "You probably will have trouble with this test. It's a hard one."
- ☐ b. Nothing. Just pass out the test and let him get to work.
- ☐ c. "You'll be able to do a good job on this test."
- ☐ d. "If you fail this test, you'll have to go to a remedial class."

5. A student does poorly on a test. What should you say to him?

- ☐ a. "The man who designed this test didn't know what he was doing."
- ☐ b. "You guys are all alike. . .dumb."
- ☐ c. "I knew all along you'd blow it."
- ☐ d. "Let me show you what you did wrong."

6. You want to give your students an opportunity to experience success while practicing a task. It is not a test situation. Which of the following is the best way to do it?

- ☐ a. Ignore mistakes that the student makes.
- ☐ b. Praise the student even if he performs poorly.
- ☐ c. Break the task into smaller, more manageable, bits.
- ☐ d. Allow the student to use special aids that you have prepared.

7. You want to give your student an opportunity to experience success on a test. Which of the following is the best way to do it?
- ☐ a. Give the student more time than is specified for the test.
 - ☐ b. Ignore minor mistakes that the student makes.
 - ☐ c. Give the student cues if he is having difficulty.
 - ☐ d. Ensure that the student has had sufficient practice before he takes the test.
8. A student asks you a question which you think is stupid. What should you do?
- ☐ a. Ignore his question.
 - ☐ b. Tell the student that his question is stupid.
 - ☐ c. Answer his question in a straightforward manner.
 - ☐ d. Give his question a sarcastic answer.
9. In the course of a conversation with a student, the student starts telling you something about his background. What should you do?
- ☐ a. Be attentive, listen, and ask questions if something is not clear.
 - ☐ b. Take notes on what he tells you.
 - ☐ c. Tell him that you are too busy to spend time listening to his life history.
 - ☐ d. Tell him that if he has any problems, to go and see the counselor.

MODULE 8
CRITIQUE OF SELF TEST

1. The correct answer is c, "They have experienced difficulty both on jobs and in schools." Difficulty with work and school lowers self-confidence and this can cause uncertainty about a career.
2. The correct answer is c, "Let the program administrator (or course developer) know how you feel." Changes in the program must have approval of the course developer before they can be implemented.
3. The correct answer is a, "You did a good job. Keep it up." Give positive reinforcement to help students build self-esteem and confidence in their potential.
4. The correct answer is c, "You'll be able to do a good job on this test." Negative remarks tend to increase the student's apprehension of his ability to perform the task (test).
5. The correct answer is d, "Let me show you what you did wrong." If you provide corrective feedback to the student, there is a good chance that the mistake will not be made again.
6. The correct answer is c, "Break the task into smaller, more manageable bits." In general, it is easier to advance from the known to the unknown in small steps. The student will likely make fewer errors and can also be more frequently reinforced for correct responses.
7. The correct answer is d, "Ensure that the man has had sufficient practice before he takes the test." Practice tends to increase a person's ability to perform a task, so do not rush a student into a test.

8. The correct answer is c, "Answer his question in a straightforward manner." To ignore the question, to say it is stupid or to give a sarcastic answer will decrease the chances that the student will later ask questions that may actually be more important.
9. The correct answer is a, "Be attentive, listen, and ask questions if something is not clear." An understanding of his background will enhance your chances of getting through to him with your instructions.

MODULE 9
SPECIAL PROBLEMS IN TEACHING FBSEP STUDENTS

OBJECTIVE: Use instructional techniques that are appropriate to students' aptitude.

STUDY MATERIAL

Introduction

As was previously mentioned, some of the students going through the FBSEP lessons will be lower aptitude students. There will be the students who are assigned a large number of the lessons so you will see them more often than the students who are assigned just a few basic skills lessons. It is important to remember that not all of the students taking FBSEP lessons have lower aptitude. Some have a few gaps in their basic skills, but will learn quickly once they go through the material.

However, in the FBSEP course, some of your students will be lower aptitude students. But, as you know, this doesn't mean that they can't learn, only that they will be slower and need some special help along the way. You must provide this special help. In the past, to help the lower aptitude students learn, you may have employed various practices - asked them questions frequently to be sure they understood, gave them additional practice in doing something, gave them lots of feedback about how they were doing, scored their papers early, etc. Some specific practices for you to follow are discussed below. These are in addition to the guidance you will get from the Learning Supervisor Guide for the lesson.

Recommended Techniques

1. Require frequent responding. Whether you are having students respond orally or in writing, have them respond frequently. This is the means you will use to know if they are performing correctly or not. Also, the more they practice, and you give them feedback that they are responding correctly, the better

established will their responses be. Don't assume students can do something merely because they don't ask questions or nod their heads in answer to your query, "Do you know how to do this?"

2. Shape responses by prompting and cueing. Sometimes students have trouble getting started in answering a question or solving a problem. To prevent the build-up of frustration in them, you may at times need to give them hints or cues that will help them begin responding. Since they are learning how to respond, and not being tested at this time, don't worry about giving them part of the answer. Your goal is to get at least a part of the response underway so you can reinforce it.
3. Give feedback as soon after the response as possible. When a student responds orally there is generally no reason why you can't inform him immediately about the adequacy of the response. Sometimes you will want to provide feedback on a running basis - say, when the student is responding in a series. Thus, as the student comes out with the correct responses, you respond with "Yes, yes, right, yes. . . ." At the end you may add a sort of "total" feedback: "Right! You got every one of them absolutely right!" Or, "You got them all right, except" The point is you didn't delay the feedback.

Sometimes when the student must respond in writing, it is a little more difficult to provide immediate feedback about his performance. But if you are alert to what students are doing, you can generally provide feedback in a timely and informative way. You need to watch students as they respond so that you can be ready. Avoid the practice of collecting papers and giving students feedback only after several days have lapsed.

4. Praise the student for moderate achievement. You will have occasion to do this early in the learning of some topic. The student may not be able to offer the total response at a

completely acceptable level. However, to encourage continued responding, you should offer praise for partial performance that is proceeding in the right direction. Tell the student what was wrong or unacceptable and how future performance could be improved. As the student improves in his performance, withdraw praise for moderate achievement. Gradually insist that the student's performance must be completely acceptable before it merits praise by you.

5. Present subject matter in small bits. You will likely not have to do much in this area because the lessons will already be organized in small bits. However, you must be alert to those lessons that seem to undertake more than you can expect your students to accomplish in a single learning session. This must be based on experience, so you may be a better judge after you have completed several hours of instruction.
6. Be sure to interact with each student. As you may have experienced, some instructors will tend to interact with some students and ignore other students. You must guard against this. At the same time, you may find that some students need more attention and feedback from you than others. You will have to decide how much individual attention you can provide, but you must be sure that no student is ignored. Some students will learn with little help from you. This means you can interact with them more intermittently. You need to identify students who need little help and those who need much help. Only then can you use your time most effectively.
7. Present a variety of examples. Each lesson will likely give you several examples to use in teaching the students. But you must be prepared to expand the examples, especially when it appears that a student has had insufficient practice. Also, by observing the kinds of errors a student makes, you may be able to devise a learning activity that provides practice in the area most needing attention.

8. Be sure each student attains mastery before advancing. In a previous module the matter of mastery was discussed. It is especially important when dealing with the lower aptitude student. While bright students can often advance to new work even though they have not completed all underlying classroom exercises, this is not to be practiced with lower aptitude students. On the contrary, it should be a hard and fast rule that your students must demonstrate mastery before they are permitted to advance. If special additional training is necessary, it must be given.
9. Encourage students to help each other. Some students will reach mastery before others. When some students are having trouble, it will be helpful to have the fast ones help the slow ones. In fact, when you know which students need help and which do not, you might pair your students (a fast one and a slow one) so that they can help each other. Of course, they will have to work alone when they take tests. Just remember, you can get the students to help each other learn the basic skills if you will give them a chance. So don't turn down good help!

MODULE 9
SELF TEST

1. In teaching FBSEP courses, your classes will consist of:

- ☐ a. student with some gaps in their basic skills.
- ☐ b. middle aptitude students.
- ☐ c. low aptitude students.
- ☐ d. a combination of the above.

2. Frequent responding on the part of students:

- ☐ a. enables you to know if they are performing correctly.
- ☐ b. enables the students to get feedback on their progress.
- ☐ c. gives students practice in performing.
- ☐ d. all of the above.

3. The value of prompting and cueing lies in:

- ☐ a. gaining rapport with the student.
- ☐ b. getting the student started in solving a problem.
- ☐ c. motivating those that need it.
- ☐ d. saving your time.

4. Feedback is most effective:

- ☐ a. when given to the student in writing.
- ☐ b. when given immediately following a student's performance.
- ☐ c. when given to the student orally.
- ☐ d. any one of the above.

5. Praise is given to students:

- ☐ a. for partial correct performance when first learning.
- ☐ b. for moderate to complete performance.
- ☐ c. for performance that meets standards.
- ☐ d. any of the above.

6. Interaction with students is important for the instructor. You should plan to interact with:

- ☐ a. only the students who show interest.
- ☐ b. only the slowest students who need help.
- ☐ c. all of your students.
- ☐ d. only your favorite students.

7. Student advancement to the next lesson is permitted:

- ☐ a. only when the student has demonstrated mastery of the current lesson.
- ☐ b. when, in the instructor's opinion, the student is bright enough to go on to the next lesson.
- ☐ c. only if the student, after counseling, promises to try harder in the next lesson.
- ☐ d. conditionally, after the instructor arranges for special additional training.

8. Allowing students to help each other:

- ☐ a. permits the faster learners to help the slower ones.
- ☐ b. gives students an additional source of feedback.
- ☐ c. lets students ask questions of one another instead of always asking the instructor.
- ☐ d. all of the above.

MODULE 9
CRITIQUE OF SELF TEST

1. The correct answer is d, "a combination of the above."
2. The correct answer is d, "all of the above." You can observe their performance and give them feedback on their progress while they are practicing the task.
3. The correct answer is b, "getting the student started in solving a problem." You can gain rapport and motivate without prompting and cueing; moreover, many times it is time consuming rather than time saving.
4. The correct answer is b, "when given immediately following a student's performance." The optimum time for effective feedback is immediately following the behavior.
5. The correct answer is d, "any of the above." Praise can be used effectively in any of the situations.
6. The correct answer is c, "all of your students." Your task is to instruct all the students; therefore, it is important to interact with all of them.
7. The correct answer is a, "only when the student has demonstrated mastery of the current lesson." In performance-based training, task mastery is critical.
8. The correct answer is d, "all of the above." When students help each other, several things can happen. Slow learners can get help from fast learners, students get a chance to ask questions of one another and they can get feedback from one another.

MODULE 10
FORMAT OF MATERIALS IN FBSEP

OBJECTIVE: Follow the Learning Supervisor Guide carefully in conducting training.

STUDY MATERIAL

Types of Lessons

There are two different types of lessons in the FBSEP course: self paced and group paced. The self paced lessons are taken individually by the students who proceed at their own speed. Although they are self paced, they may require individual instruction by the learning supervisor if the student is having difficulties. Group paced lessons involve stand-up instruction given by the learning supervisor to a group of students. Of the sixty-six lessons in the FBSEP course, thirteen are group paced and twelve out of the thirteen make use of overhead transparencies. Of the 52 self paced lessons, four make use of audio tapes.

Types of Materials

There are two important kinds of materials used in the FBSEP course. They are the Learning Supervisor Guide and the Student Guide. For the self paced lessons, there is a single Learning Supervisor Guide for all the lessons and a separate Student Guide for each lesson. Group paced lessons each have their own Learning Supervisor Guide and Student Guide.

First, the format of the self paced lessons will be described and then we will discuss how the group paced lessons differ from the self paced.

Self Paced Lessons

Learning Supervisor Guide

The Learning Supervisor Guide lists the procedures that the instructor is to follow in managing the lesson. It includes

information on materials and directions the instructor is to give to the student, additional assistance to be given to the student, assessment of the student, and decisions regarding the results of assessment. Information contained in the Student Guide is not repeated in the Learning Supervisor Guide so the instructor must be thoroughly familiar with the Student Guide as well.

You have been given a Learning Supervisor Guide. Review this guide carefully, noting the various sections it contains and the format used to prescribe both instructor activities and student activities. If, after using a guide, you believe it should be modified in some way, you must carefully document the changes you recommend and present them to the BSEP 1 Coordinator.* Do not deviate from the Learning Supervisor Guide until you first receive the approval of the BSEP 1 Coordinator.

In addition to the Learning Supervisor Guide, the instructor will have access to the following tests and answer keys.

1. Lesson Test
2. Answer Key for Lesson Test
3. Remediation Test
4. Answer Key for Remediation Test

Student Guide

Each Student Guide has the same arrangement of parts so the student will benefit from a continuity when proceeding from one lesson to another. The parts of the Student Guide are given in the order in which they appear in the lesson.

* In Module 15 you will find some specific suggestions for recording your ideas about course changes.

The parts of the Student Guide are listed below. Each numbered section as well as each example starts a new page.

1. Cover Page
2. Introduction
3. Annex Map
4. Objective (and Generality)
5. Presentation (with Examples)
6. Summary and Practice
7. Practice Exercise
8. Answers to Practice Exercise
9. Explanations for Practice Exercise
10. Obtain Lesson Test from Instructor
11. Remediation
12. Remediation Exercise
13. Answers to Remediation Exercise
14. Explanations for Remediation Exercise
15. Obtain Remediation Test from Instructor

Cover Page. This page has three components.

1. Logo. Using a logo for each lesson in FBSEP is an attention gaining device that provides contrast to the verbal material in the lesson.
2. Title. Below the emblem, the label STUDENT GUIDE along with the lesson number and title is given.
3. Requirements. In the left-hand corner there is a listing of: (a) prerequisites, (b) materials required, and (c) type of lesson (e.g., self paced). This material provides guidelines for the student before he starts the lesson and prevents him from going through a lesson without the necessary prerequisites or materials.

Introduction. This is a brief statement of what the student will learn in the lesson. A rationale is given to the student for why it

is necessary to know this material and how it is related to the AIT course. The FBSEP lesson is placed in the sequence of other FBSEP lessons by showing where it is located on the annex map (or hierarchy chart) that follows the introduction. Students are directed to ask for a previous lesson if they need some additional basic information.

Annex Map. Each lesson belongs to one of the four annexes: A. Study Skills, B. Reading Skills, C. Language Skills, or D. Math Skills. For each annex there is an annex map or hierarchy chart which shows how one lesson is related to another in the hierarchy. In order to relate the lesson to be taught to the other lessons in the annex, the appropriate annex map or portion of an annex map is given in the lesson with an arrow pointing out the lesson to be taught.

Objective and Generality. These appear on the same page, after the annex map page. The objective is addressed to the student and tells him what he will be able to do when he finishes the lesson. Following this the generality of the lesson is stated in a box to set it apart. A generality is a concise statement or listing of what will be learned in the lesson. Depending on what is being taught in the lesson, the generality may name the information to be learned, list critical characteristics of a concept or give the steps necessary to perform the objective.

Presentation. This section gives a detailed explanation of the material to be learned. It might be presented in steps or in some other logical arrangement, depending on the material being taught. This section is discussed in more detail in the learning strategies section of the Course Management Plan. When teaching or supervising a particular lesson or group of lessons you should first read the learning strategies for those lessons.

Examples. After the presentation, examples are given that follow from the explanation. Each example starts on a new page.

Summary and Practice. The lesson is summarized and the student is given an opportunity to practice what he has learned. Practice consists of three sections, each clearly labeled and each starting on a separate page.

1. Practice Exercise. This is one or more sets of problems to be worked or questions for the student to answer.
2. Answers to Practice Exercise.
3. Explanations for Practice Exercise. If the student has missed any of the questions, he has been directed to study the relevant material in this section for the questions he has missed.

Obtain Lesson Test from Learning Supervisor. This directive is placed on a single page so that it stands out. When the student reaches this page he will ask for the lesson test.

Lesson Test. The lesson test is provided by the instructor. Directions are given to the student to write his answers on a separate sheet of paper. He is told how much credit is given for each correct answer and how many answers he must get correct to pass the test. (The Answer Key will be kept in a secure place by the instructor.) If the student passes the test, this is the end of the lesson for him. He goes on to the next lesson assigned to him.

Remediation. If the student does not pass the lesson test, he will be directed to this section of the lesson. Here the student will be given an explanation of remediation and told to try the exercises that follow. The availability of the instructor for additional help is emphasized. A review or summary of the lesson is presented. Paralleling the lesson, the following sections are included.

1. Remediation Exercise. This is similar to the Practice Exercise section.
2. Answers to Remediation Exercise.
3. Explanations for Remediation Exercise.

Obtain Remediation Test from Learning Supervisor. Again, this directive is placed on a single page so that the student will stop and ask for the test.

Remediation Test. This test is given to the student by the instructor and is a parallel form of the Lesson Test. The Answer Key is provided to the instructor.

Lessons B-22 to B-27 are a series of lessons which vary from the above format. Lesson B-22 provides a Presentation and Practice. Lessons B-23 to B-26 are practice exercises and Lesson B-27 is the lesson test for the previous five lessons.

Group Paced Lessons

Although the flexibility of the self paced lesson makes it the preferred mode of instruction for FBSEP, there are situations where group paced lessons provide certain advantages. Some of the basic skills objectives require the personal feedback of the instructor during practice and testing and others require interaction during the presentation of the lesson. These are the lessons that are group paced.

The format described for the self paced lessons has many similarities to that of the group paced lessons, but there are some important differences. These differences will now be described.

Learning Supervisor Guide

In the group paced lessons, the Learning Supervisor Guide contains the bulk of the lesson rather than solely directions for the instructor. The following are the sections of this guide.

1. Cover Page
2. Introduction
3. Presentation

4. Summary and Practice
5. Practice Exercise
6. Lesson Test
7. Remediation Exercise
8. Remediation Test

Introduction. This section relates the lesson to other lessons in the annex by means of the annex map. It states the reason for the lesson and gives the objective and generality. Then the instructor is directed to distribute the Student Guides.

Presentation. For the group paced lessons the Presentation section is now in the Learning Supervisor Guide rather than the Student Guide.

Summary and Practice. Directions are given to the instructor for eliciting a summary of the lesson from the students. Then the students are told to read their Student Guide before taking the Practice Exercise which follows.

Sections five through eight above are given in the form of directions to the instructor. These sections are in the form of directions and administrative instructions dealing with practice and student testing.

Tests and answer keys are kept separately as done for the self paced lessons.

Student Guide

Students use their guide for review and practice in the group paced lesson. There are no Presentation, Summary, or Explanation for Practice or Remediation Exercise sections. It is the responsibility of the instructor to present the material to be learned and to give explanations for the exercises.

Usually the student will be directed to his Student Guide after the instructor has completed his presentation. However, for some lessons it is necessary for the students to use their guides in conjunction with the lesson presentation. While there is no Summary section in the Student Guide, the Generality, outlined by a box, fulfills this need.

The sections of the Student Guide for group paced lessons are the following.

1. Cover
2. Introduction
3. Annex Map
4. Objective (and Generality)
5. Practice Exercise
6. Answers to Practice Exercise
7. Remediation Exercise
8. Answers to Remediation Exercise

MODULE 10

SELF TEST

1. Name the two types of lessons in FBSEP.

_____ paced

_____ paced

2. What are the two important kinds of materials used in the FBSEP course?

_____ Guide

_____ Guide

3. If a student fails the lesson test, what happens?

4. After the Presentation section in the self paced lessons, what is the order of the following sections? (Enter the numbers 1 to 4 in the blanks.)

___ a. Remediation

___ b. Practice Exercise

___ c. Lesson Test

___ d. Summary and Practice

5. What does the student do after he passes a lesson test?

6. Are you, the instructor, authorized to deviate from the specifications found in the Learning Supervisor Guide?

- ☐ a. Yes, whenever I feel it is necessary.
- ☐ b. Yes, but only after all the instructors agree that a change is desirable.
- ☐ c. Yes, but only after I inform the BSEP 1 Coordinator that the specifications should be modified.
- ☐ d. Yes, but not until the BSEP 1 Coordinator approves the change.

MODULE 10
CRITIQUE OF SELF TEST

1. The correct answers are "group" and "self." The lessons are either self paced or group paced.
2. The correct answers are "Learning Supervisor" and "Student." The instructor follows the Learning Supervisor Guide and is familiar with the Student Guide.
3. If a student fails the lesson test, he goes on to Remediation, Remediation Exercise, Explanations for Remediation Exercise and takes the Remediation Test.
4. The correct answers are:
4
2
3
1

Following the Presentation are the Summary and Practice, Practice Exercise (Answers to Practice Exercise, Explanations for Practice Exercise), Lesson Test, and Remediation.

5. After a student passes a lesson test he goes on to the next lesson assigned to him.
6. The correct answer is d, "Yes, but not until the BSEP 1 Coordinator approves the change." You should not deviate from the specifications found in the Learning Supervisor Guide until you have first received authorization from the BSEP 1 Coordinator.

MODULE 11
CRITIQUE OF INSTRUCTOR'S PERFORMANCE

This module is different from the earlier ones you have worked in. In this module, you will read a script which depicts a hypothetical FBSEP instructor teaching a hypothetical group of FBSEP students. The script is divided into six scenes.

At the end of each scene, there are a number of questions for you to answer about the instructor's performance. Answer the questions drawing upon what you have learned in the earlier modules. After you have answered the questions, turn the page and compare your answers with those presented. Then repeat the process with the next scene.

The script was originally designed to be used in the preparation of a video tape. Cost limitations made the preparation of a video tape prohibitive.

Now go to the next page and read Scene #1.

OUTLINE OF VIDEOTAPED PRACTICAL EXERCISE
FOR THE FBSEP INSTRUCTOR TRAINING COURSE

Scene 1

FADE IN

Empty classroom, seen from rear. Chairs are in place. Clean chalkboard is in background.

Superimpose Title:

Review of Teaching Practices
for the
FBSEP Instructor

NARRATOR (off camera)

You are about to see some scenes of a classroom in which the instructor employs some of the practices described in this manual for the FBSEP instructor.

Sometimes the instructor will use the practices correctly, and sometimes not. Observe what the instructor does or says in each scene, and be prepared to answer questions about what you see.

In most scenes the instructor is teaching (or testing) students how to find information in a Lesson Study Guide. Thus, it is a job-related class in study skills.

FADE OUT

Scene 1

Camera on Title: Format of Material in the FBSEP Program

FADE IN

Classroom as before, but 6 students and an instructor are present. Instructor is conducting training. Each student has a set of materials (Lesson Study Guide for 05C course and Student Guide for FBSEP lesson).

INSTRUCTOR

In this class we're going to learn how to find information in a Lesson Study Guide. Let's see now . . ah . . (looking at Learning Supervisor's Guide) . . . we're supposed to focus first on the general principles for all lessons. But that's not very interesting, and you don't really need to know these principles, so let's move on and begin with the Reason for the Lesson. The reason for the lesson is included to motivate the students. Can you find the reason for lesson H01?

(Instructor then begins to call on students.)

Johnson, can you answer that?

JOHNSON

Uh, uh . . . I don't know . . . oh yes, here it is.

(He reads the reason.)

INSTRUCTOR

That's right. It is listed on page 1 of the manual. Do you all see it? . . .

(Classroom sounds fade out and narrator speaks.)

NARRATOR

Let's interrupt this scene and let you answer a question about what has transpired so far.

FADE OUT

PE, Scene 1. Format of Material in FBSEP Program

Question: Do you think the instructor followed the prescribed
sequence of instruction set out in his Learning
Supervisor's Guide? Defend your answer.

When you have written your answer, compare it with the answer given
on the next page.

Suggested Answer - Scene 1

The instructor apparently did not follow the prescribed sequence of instruction. As he began the class he said something like, "We're supposed to focus first on the general principles for all lessons, but that's not interesting. You don't need to know that. Let's go on to some other stuff." We really need to see his Learning Supervisor's Guide, but one can be reasonably sure he jumped ahead of the prescribed sequence.

As an instructor, you should not do this. You are expected to follow the sequence given to you.

Now view Scene 2.

Scene 2

Camera on title: Attitudes of Instructors

FADE IN

Same classroom, students, instructor.

INSTRUCTOR

Let's continue our class on how to find information in a Lesson Study Guide. Each of you open your manual to page one. Now let me ask some questions. Roberts, where is the objective in this Study Guide?

ROBERTS

After the "Reason for Lessons," Sir.

INSTRUCTOR

That's right. Now, Smith, read the objective.

SMITH

Uh . . . During this lesson you will learn the procedures to open and close a net using Radio Set AN/PRC-77.

INSTRUCTOR

That's right. Good. Now here's a tougher one. Where do you find the materials that the student is to use when he takes the lesson.

McKENNA

. . . Uh, uh . . . I think it's listed under Conditions.

INSTRUCTOR

Right. This is to help you know in advance what you will be using. All of these subheadings are used to help the student understand exactly what is expected of him. Also, they help the students find information more quickly than if all the material were in one paragraph without separate headings.

Now, let's continue. Smith, is there a Table of Contents in this Study Guide?

SMITH

I don't know.

INSTRUCTOR

Well, why don't you look?

SMITH

I don't know where to look. (Hangs head.
Stares at feet.)

INSTRUCTOR

You'll never find it down there! If you aren't motivated enough to search your manual, you'll never get through this course . . .

(Instructor voice fades.)

NARRATOR (off camera)

Let's interrupt again. Answer the two questions about this scene.

FADE OUT

PE, Scene 2. Attitudes of Instructors

Question 1: Did the instructor reflect any particular attitudes toward the training materials in this scene? Elaborate.

Question 2: How would you interpret the instructor's reaction to Smith when he didn't know if the manual had a Table of Contents?

When you have written your answers, compare them with those on the next page.

Suggested Answers - Scene 2

Question 1:

The instructor showed a positive attitude toward the subheadings in the Study Guide. Indirectly he seemed to be lauding the way the information is organized. He told the students how the subheadings are used to help the student find information.

Question 2:

The instructor's reaction was contrary to what is wanted in the FBSEP program. Smith's behavior did not indicate a lack of motivation. It was more likely that Smith did not know what a Table of Contents was. In such cases, the instructor should show Smith what a Table Of Contents looks like and where to find it - not berate and humiliate him in front of the other students.

Now view Scene 3.

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INSTRUCTOR TRAINING COURSE FOR FBSEP (FUNCTIONAL BASIC
SKILLS EDUCATION P. (U) PERSPECTIVE INSTRUCTIONAL
COMMUNICATIONS INC SAN DIEGO CA 01 JUL 83

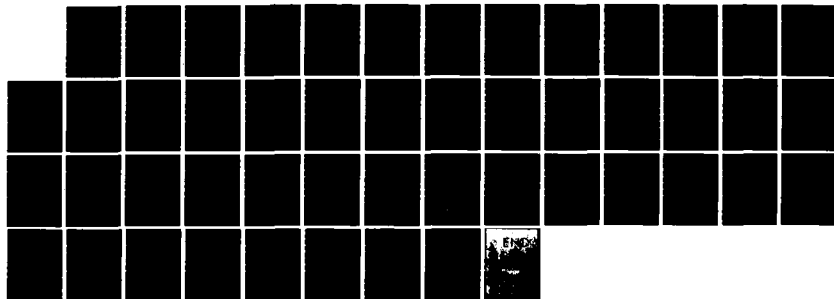
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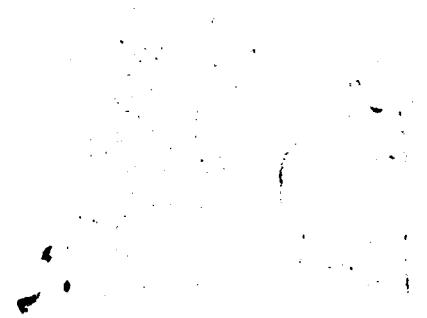
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Scene 3

Camera on title: Reinforcement Management Techniques.

FADE IN

Same classroom, and instructor. Students are now going through self paced lessons and the instructor is helping on an individual basis.

INSTRUCTOR

Wheatly, you look puzzled. What is the problem?

WHEATLY

I'm having trouble with this lesson on using the index of a manual.

INSTRUCTOR

Let's have a little practice. Suppose you wanted to make an adjustment to the fan belt. How would you find this in the index, Wheatly?

WHEATLY

I'd look under "fan belt."

INSTRUCTOR

That might do it. Let's look. (Student pages through index . . .) What do you find?

WHEATLY

Here's "fan" but I don't see anything about adjusting a belt. Maybe we're starting with the wrong word.

INSTRUCTOR

That's possible. Remember an index is alphabetized. What other word might you look under, Wheatly?

WHEATLY

Well, I guess I'd try "Adjustment."

INSTRUCTOR

Fine. See what you get with that.

WHEATLY

Here it is! It's under "Adjustments." Here's "Belt," and then "Fan."

INSTRUCTOR

Good job! So to look up "fan belt adjustment" in the index we actually needed to reverse the word order and look for "adjustments, belt, fan." Remember this important characteristic of an index, and you'll be able to use it more efficiently.

(During these remarks, Smith enters room and takes his seat. Instructor finishes his remarks and then addresses Smith.)

Smith, why are you late?

SMITH

I forgot my book and went back to my room to get it.

INSTRUCTOR

Smith, this is the second time this week you have come to class late. I said nothing to you the first time, but now I must speak out. You are expected to come to class on time each day. Class begins promptly at 0900 hours. You must be in your seat by that time. If your tardiness continues, I shall have to refer you for disciplinary action. Do you understand?

SMITH

Yes Sir. I understand. I'll try to...

(Smith's voice fades.)

NARRATOR (off camera)

We can stop here. Turn the page and answer two questions.

FADE OUT

PE, Scene 3. Reinforcement Management Techniques

Question 1:

How would you evaluate the instructor's treatment of Wheatly as he gives him practice using an index? Cite good or bad things as you see them.

Question 2:

Discuss the instructor's treatment of Smith when he was late to class for the second time.

Compare your answers with those given on the next page.

Suggested Answers - Scene 3

Question 1:

The instructor was very helpful in working with Wheatly. When Wheatly answered "fan belt," even though the instructor knew it was wrong, the instructor did not ridicule the answer. Wheatly's answer was reasonable and the instructor encouraged Wheatly to test his answer by looking under "fan belt" in the index. When Wheatly found he was wrong, suggested that the key word was "adjustment," and said he wanted to look for it in the index, the instructor praised Wheatly; and when Wheatly found the correct answer, the instructor praised him again. The moral: Don't hesitate to praise students when they do well.

Question 2:

The instructor was firm with Smith. The first time he ignored Smith's tardiness. This time he clearly let Smith know what was wrong, what Smith should do, and what would happen if Smith continued to come to class late.

While the instructor handled Smith's tardiness properly, there is the possibility that the instructor's actions in the previous scene prompted Smith to come late. In that scene, the instructor publicly berated Smith about not knowing an answer. That kind of action can turn students off.

Now view Scene 4.

Scene 4

Camera on Title: Special Problems in Teaching FBSEP Students

FADE IN

Same classroom. Instructor walks over to a student who is writing on a piece of paper.

INSTRUCTOR

Let me see how you're doing, Horner.

(Horner hands paper to instructor and looks up expectantly. Instructor looks at paper, says nothing, then hands paper back to Horner. Horner takes paper, and after a pause, resumes work. Instructor moves on to another student.)

INSTRUCTOR

How are you doing, Johnson?

JOHNSON

I don't seem to be getting it, Sir.

INSTRUCTOR

What's the trouble?

JOHNSON

This form is just too complicated. There are too many things to fill out.

INSTRUCTOR

Let's do it together, one step at a time.

JOHNSON

Okay.

INSTRUCTOR

Block 4 asks for the vehicle's mileage. Where would you get that?

JOHNSON

On the truck's speedometer?

INSTRUCTOR

That's right -- though it's called the odometer, not the speedometer.

JOHNSON

What's next?

INSTRUCTOR

In block 5 you write down the name and ID number of the defective part. How do you find out what part's defective?

JOHNSON

If I'm the driver, I'd know what part doesn't work.

INSTRUCTOR

Right. But how about the part's ID number. How do you get that?

JOHNSON

I don't know.

INSTRUCTOR

Does any book have that information?

JOHNSON

The vehicle's Tech Manual might.

INSTRUCTOR

Good. And how do you find the part in the Tech Manual?

JOHNSON

The Index?

INSTRUCTOR

You have the idea. Now block 7 . . .

(The Instructor's voice fades.)

NARRATOR (off camera)

We can stop here. Turn the page and answer the two questions.

FADE OUT

PE, Scene 4. Special Problems in Teaching FBSEP Students

Question 1:

**How would you evaluate the way the instructor dealt with Horner?
Why do you feel this way?**

Question 2:

**How would you evaluate the way the instructor dealt with Johnson?
Why do you feel this way?**

Compare your answers with those on the next page.

Suggested Answers - Scene 4

Question 1:

The instructor did a poor job. He should have given Horner feedback on how he was doing. If Horner was doing well, the instructor should have said so. If Horner was doing poorly, the instructor should have pointed out the errors, and then shown Horner how to correct his mistakes.

Question 2:

The instructor did a good job. He took a complicated task, filling out a long form, broke it down into its component parts or blocks, and then guided Johnson in filling out each block, one block at a time. And he also praised Johnson when Johnson came up with the right answer.

Now view Scene 5.

Scene 5

Camera on Title: Mastery Learning

FADE IN

Same classroom. Instructor is looking at a paper handed to him by a student. Student is standing nearby waiting for the Instructor's reaction.

INSTRUCTOR

You did very well on exercise one, McKenna. You got all 5 problems correct. Go on to exercise two--and do as well on it.

McKENNA

Thanks, Sir.

FADE OUT

FADE IN

Same as above, but different student.

INSTRUCTOR

You missed the first three problems on the lesson test, Roberts, but you got the last two correct. What happened?

ROBERTS

I guess I'm a slow starter.

INSTRUCTOR

Do you think you have the idea now?

ROBERTS

Yes sir--I have it down cold.

INSTRUCTOR

Okay, go on to the next lesson.

FADE OUT

FADE IN

Same as above, but different student.

INSTRUCTOR

You didn't do too well on this lesson test, Horner.

HORNER

I know, sir. I just don't understand how to do it. I tried. And I studied the explanations for the practice exercise, too. I thought I had it down pat, but when I got to the lesson, I blew it.

INSTRUCTOR

I want you to go on to the remediation section of the lesson. I think it will do you a lot of good.

HORNER

If you say so, Sir.

NARRATOR (off camera)

Stop here. Turn the page and answer three questions.

FADE OUT

PE, Scene 5. Mastery Learning

Question 1:

Was the instructor's treatment of the first student (McKenna) okay? Explain.

Question 2:

How about the treatment of the second student (Roberts)? Comment.

Question 3:

How about the third student (Horner)? Comment.

Compare your answers with those on the next page.

Suggested Answers - Scene 5

Question 1:

McKenna had obviously achieved mastery on the first exercise. Thus, it was correct to send him on to the next exercise.

Question 2:

Roberts' poor performance on the first three problems is clear evidence he has not attained mastery. Yet the instructor sends him on to the next lesson. This is a violation of the basic rule that a student can advance to new material only after demonstrating mastery on the previous material.

Question 3:

Since Horner did not do well on the lesson test, the instructor immediately arranged to have him do the Remediation section. This is the correct procedure.

MODULE 12

USE OF TRAINING AIDS

OBJECTIVE: State a rationale that guides the selection of training aids.

STUDY MATERIAL

As touched on in previous modules, the FBSEP program uses a functional context approach to improving basic skills. That is, the basic skills are put in the context of the job; thus, the job provides the "medium" through which the skills are learned. In the FBSEP program, the job is performance in the 05C AIT course and the capabilities to be acquired in the FBSEP course are the knowledge and cognitive skills used in the 05C AIT course.

Because the things to be learned by the FBSEP student are primarily cognitive in nature, rather than complex or involved manipulative skills, there will be little need for complex or sophisticated training aids. In general, devices that can present visual stimuli and provide rapid feedback after the students respond should be adequate. In this connection, an instructor with chalk, chalkboard, and sample materials from Study Guides, manuals, and related source books can be a most effective training "aid." It is the aid you will likely use most frequently.

To help you teach some skills, the FBSEP course developers have devised teaching activities that require the use of overhead projectors and audiotapes. Before using either of these pieces of equipment, try them out and find out how they operate. For the overhead projector see how far away from the screen the projector must be so that the lettering on the transparencies is clear and large enough to be read by the students. Keep the transparencies in the order they are to be

used in the lesson. If you want to use a transparency more than once in the lesson, either attach a special tab and label to it, or remove it from the group of transparencies when you first encounter it in the lesson.

If subsequent analysis of the 05C AIT course suggests the need for complex training aids in the FBSEP course, you will be provided with the necessary information about the use and operation of these aids at the time that you need to use them.

MODULE 12

SELF TEST

1. What approach does the FBSEP course program employ to improve basic skills?
 - ☐ a. Delicate manipulative skills approach.
 - ☐ b. Complex and involved manipulative skills approach.
 - ☐ c. Basic motor skills approach.
 - ☐ d. Functional context approach.

2. The "medium" through which skills are learned is:
 - ☐ a. the instructor.
 - ☐ b. the students.
 - ☐ c. the Army.
 - ☐ d. the job.

3. Most training aids will be:
 - ☐ a. sophisticated training aids.
 - ☐ b. complex training aids.
 - ☐ c. training aids which are difficult to acquire.
 - ☐ d. chalk, chalkboard, and samples from manuals and related sources.

4. Capabilities to be acquired in the FBSEP course program are:
 - ☐ a. knowledge and cognitive skills.
 - ☐ b. fine motor skills, such as using small tools.
 - ☐ c. gross motor skills, such as lifting heavy weights and climbing tall ladders.
 - ☐ d. all of the above.

MODULE 12
CRITIQUE OF SELF TEST

1. The correct answer is d, "Functional context approach."
The basic skills are taught in a job-related context.
2. The correct answer is d, "The job." The FBSEP program uses a functional context approach; therefore, the job provides the "medium" through which skills are learned.
3. The correct answer is d, "Chalk, chalkboard, and samples from manuals and related sources."
4. The correct answer is a, "Knowledge and cognitive skills."
By acquiring these capabilities the student will be able to perform in the 05C AIT course.

MODULE 13
SEQUENCING OF INSTRUCTION

OBJECTIVE: Describe the integration of FBSEP into the 05C AIT course.

STUDY MATERIAL

This module of the Instructor Training Course describes how the FBSEP lessons are integrated with 05C AIT lessons. An overview of the entire instructional system will be helpful in understanding the sequencing of FBSEP lessons with AIT lessons.

The 05C AIT course is divided into 11 annexes, each consisting of from one to six lessons. (The end of annex test is usually designated the last lesson in the annex.) The first annex is F and the final annex is O. In the first lesson, F-01, the student receives an orientation to the course. He then proceeds through the course at his own speed, using self-instructional materials. At the end of each lesson and at the end of each annex, the student is tested. Annex O includes a comprehensive final test conducted in the field.

FBSEP is integrated with the 05C AIT course in the following manner. Before receiving the orientation to the course (F-01), the student takes the FBSEP Diagnostic Test in order to identify the specific basic skills in which he is deficient. If the student fails to meet the standards for a particular basic skill, he is assigned the appropriate FBSEP lesson. This should better prepare him for the 05C AIT course.

Figure 1 shows the integration of FBSEP and 05C AIT lessons. As can be seen from the figure, there are four groups of FBSEP lessons.

1. Front-loaded. Eighty-nine hours of FBSEP instruction are planned to be given before the start of the 05C AIT course.
2. After H7: 13 hours of FBSEP
3. After J4: 14 hours of FBSEP
4. After M1: 13 hours of FBSEP

To find when a particular FBSEP lesson should be given, locate that lesson in Figure 1 and note its placement in the AIT sequence. For example, Lesson A-07 would come after 05C AIT lesson H7. For ease of administration sixty-eight percent of the FBSEP instruction has been placed before the AIT course. The three groups of FBSEP lessons placed between 05C AIT lessons are inserted as close to the material they support as possible, with a minimum of interruption to the AIT course.

The prerequisite basic skills and the 05C10 AIT lesson(s) which each skill supports are shown in Table 1. The AIT lessons are shown in the sequence in which they are currently taught. An X indicates that the basic skill is directly in support of that AIT lesson.

An example may assist the reader in interpreting the table. Basic skill C-01 (trace letters/numbers in lettering chart) is first applied in AIT Lesson F-2 (alphanumerics) and is relevant to AIT Lessons H-2 (printing message), H-4 (making entries on Circit Log and Operator's Number Sheet), H-6 (preparing MIJI report) and K-2 and N-6 (making entries on Equipment Inspection and Maintenance Worksheet).

Note that some basic skills are classified as "other" because they cannot easily be identified with any particular lesson or group of lessons but apply to all. Basic skills A-02 through A-05 have been classified as "other" because they constitute an introduction to the instructional system also used throughout the entire 05C AIT course.

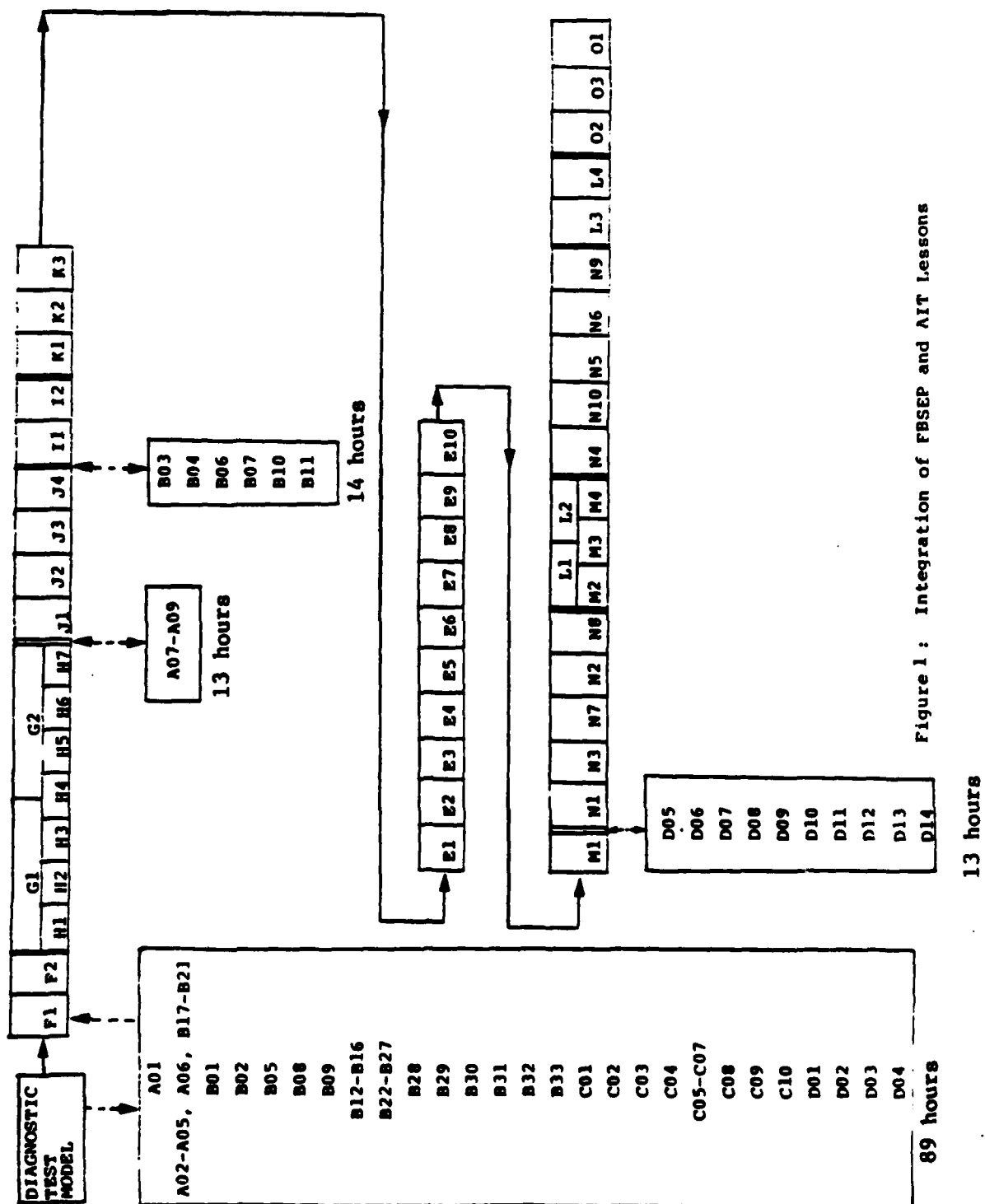


Figure 1: Integration of FBSEP and AIT Lessons

TABLE 1

TAIT LESSON

TABLE 1 (Cont.)

[illegible]

TABLE 1 (Cont.)

[illegible]

TABLE 1 (Cont.)

[illegible]

TABLE 1 (Cont.)

PREREQUISITE FBSEP LESSONS FOR

05C10 AIT LESSONS

ANNEX D: MATH SKILLS	AIT LESSON																									
	H						J			I			K			N			M			L			Other	
	1	2	3	4	5	6	1	2	3	1	1	2	1	2	3	1	4	5	6	1	2	3	1	2	3	
D-01 Changing civilian time to military time																										
D-02 Adding hours to military time																										
D-03 Subtracting hours from military time																										
D-04 Adding or subtracting hours moving across days																										
D-05 Adding two numbers which contain decimals																										
D-06 Subtracting two numbers which contain decimals																										
D-07 Finding 10% of a number																										
D-08 Finding numbers which are 10% above & below a given number																										
D-09 Multiplying a 5-digit number by a 1-digit number																										
D-10 Subtracting 5 or 6-digit numbers																										
D-11 Dividing 7-digit numbers by 6-digit numbers																										
D-12 Rounding off a number containing two decimal places to the nearest 10th																										
TABLE CONTINUED																										

TABLE 1 (cont.)

[illegible]

MODULE 13

SELF TEST

1. The FBSEP course:

- ☐ a. is taken before starting the 05C AIT course.
- ☐ b. is taken after completing the 05C AIT course.
- ☐ c. is taken at four different points in the 05C AIT course.
- ☐ d. is taken at three different points in the 05C AIT course.

2. Which AIT lessons are supported by the basic skill (FBSEP) lesson B-28?

3. If a student is assigned Lesson D-10, he will receive his instruction:

- ☐ a. before F1.
- ☐ b. after H7.
- ☐ c. after J4.
- ☐ d. after M1.

4. If a student fails to meet the standard for a particular basic skill, as measured by the Diagnostic Test, he is:

- ☐ a. dropped from the 05C AIT course.
- ☐ b. assigned the appropriate FBSEP lesson.
- ☐ c. assigned to AIT lesson F1.
- ☐ d. given counseling.

5. Sixty-eight percent of the FBSEP lessons are taken:

- ☐ a. before starting the 05C AIT course.
- ☐ b. before the related 05C AIT lesson.
- ☐ c. after J4.
- ☐ d. after M1.

MODULE 13
CRITIQUE OF SELF TEST

1. The correct answer is c, "is taken at four different points in the 05C AIT course." Sixty-eight percent of the FBSEP course is taken before starting the 05C AIT course, while the remainder of the FBSEP lessons are given after H7, after J4, and after M1.
2. The correct answers are: "H3" and "J3." These can be found by using Table 1. Find Lesson B-28 and then go across the row to the two places where X's are placed. You will find H3 and J3.
3. The correct answer is d, "after M1." Refer to Figure 1 for the correct answer. Note that D05-14 are inserted after M1, so D-10 will be given after M1.
4. The correct answer is b, "assigned the appropriate FBSEP lesson." Once the student has completed the FBSEP lesson, he should be better prepared for the 05C AIT course.
5. The correct answer is a, "before starting the 05C AIT course." This can be seen in Figure 1.

MODULE 14
COURSE ADMINISTRATION

OBJECTIVE: Follow the administrative procedures for the FBSEP course.

STUDY MATERIAL

This module will discuss the procedures used to control the flow of students through the FBSEP course. In addition, the module will explain the four student control documents and student records which the FBSEP instructor will use in the course. (For a more detailed explanation of these procedures, see the Course Management Plan.)

The Diagnostic Test and Student Questionnaire will be administered to all MOS 05C students present in the battalion each Friday who are scheduled to begin training in the course. This test will be administered by FBSEP personnel in the battalion classroom or other mutually acceptable facility. In addition, ASVAB scores will be collected for each student.

The Diagnostic Test will be graded and the results of the test, the Student Questionnaire and the ASVAB* scores will be processed according to the Diagnostic Test Model to identify the students to be enrolled in FBSEP. Those students who miss the Diagnostic Test on Friday will be made available to the FBSEP representative the following Monday for immediate processing (diagnostic testing). An FBSEP representative will be on site in the course area each Monday morning for make-up testing.

When students are assigned to an FBSEP instructor, called a learning supervisor, two documents will be given to the instructor by the FBSEP coordinator.

*Armed Service Vocational Aptitude Battery

1. FBSEP Enrollment Roster. (See the sample roster on page 14-5.) This roster will show the instructor's name, starting date, place, time, and the list of students, with social security numbers and FBSEP sections assigned to them. Students may be assigned to one or more of four sections: (1) Front-loaded (before the 05C AIT course), (2) after 05C AIT lesson H07, (3) after J04, (4) after M01. (See Figure 1.)

2. FBSEP Lesson Prescription. A lesson prescription will be received for each student. (See the form on page 14-6.) This is a list of the lessons assigned to the student. As the student completes his lesson, draw a line through the lesson number. Once the student has completed all the FBSEP lessons he was assigned, he should be sent to the appropriate 05C AIT lesson. Figure 1 shows the four points of entry into the 05C course from FBSEP.

In addition to the two documents mentioned above there are two additional forms that instructors must use.

3. Test Control Slip (FG Form 6443). This slip will be used to control student movement from one class, building, or area to another. (A copy of this form is on page 14-7.) Thus, if you are sending a student back to the 05C AIT course, you must issue him this slip properly filled out. When accepting a student from the 05C course, collect his slip and check to see that it is properly completed with the appropriate time of release. If it is not appropriate, refer the student to the FBSEP coordinator.

If a student is absent from class, inform his unit by telephone before 0800 hours that same day. On the morning beginning the fourth consecutive day of absence, the roster will identify the student for category X status so that the time he has lost will not be counted as part of the time it takes him to go through the course.

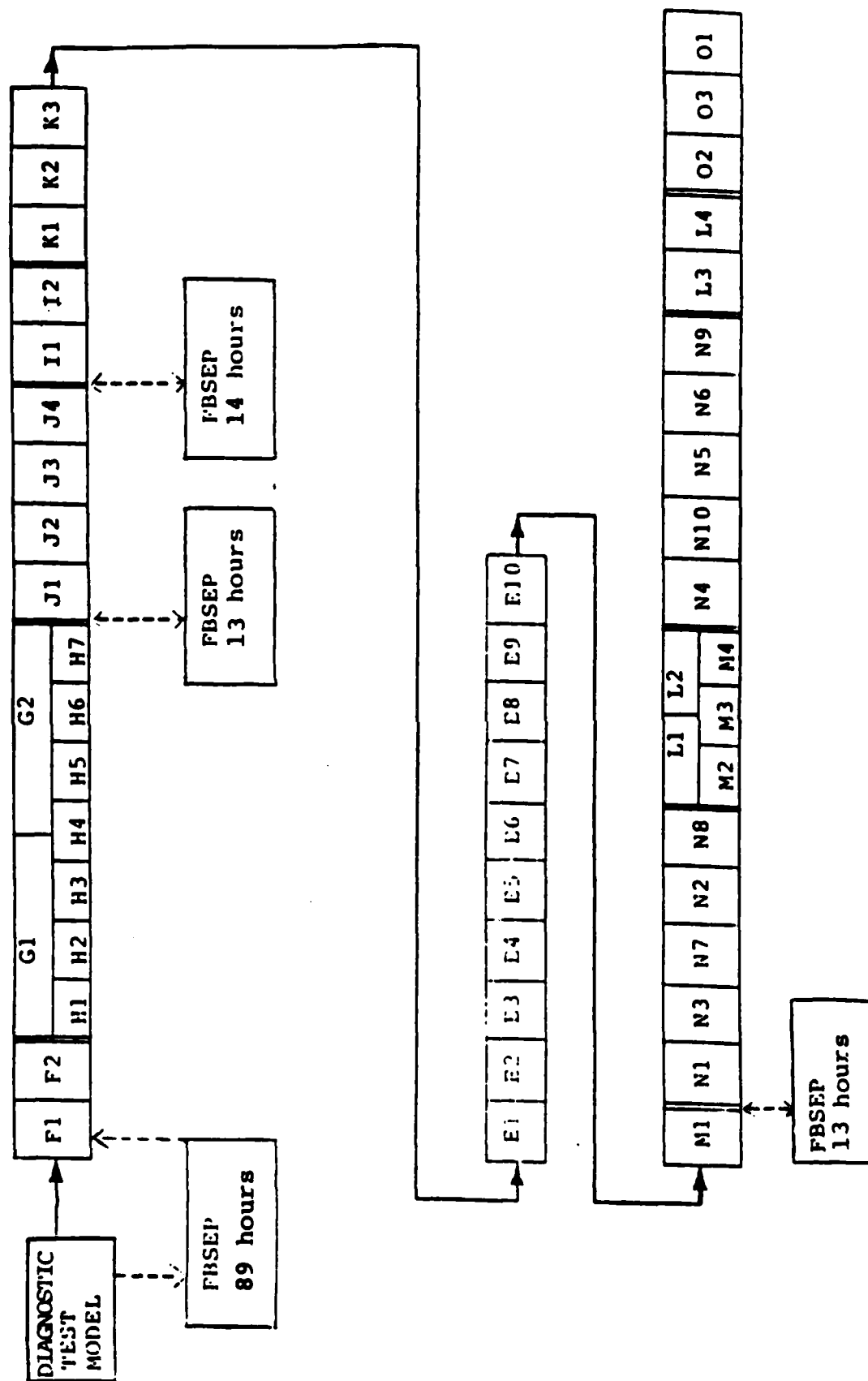


Figure 1. Procedure for FBSEP assignment.

4. FBSEP Student Progress Report. This is a record of the student's progress in FBSEP as documented by the instructor. This record contains the test results for each FBSEP lesson completed as well as any comments the instructor cares to make. If a student is referred to counseling, the date and reason for referral must also be given on this form. (See the form on page 14-8.) When the student has completed the lessons assigned to him in a particular FBSEP segment, the instructor will complete the Student Progress Report and forward a copy of it to the FBSEP coordinator and the course records section of the O5C AIT course.

The Functional BSEP training will be conducted on the same hourly schedule as the O5C AIT course. At the present time this is: 0700 to 1115, lunch break, 1300 to 1530.

FBSEP ENROLLMENT ROSTER

Instructor _____

Place _____

Starting Date _____

Time _____

NAME

SSN

FBSEP SECTIONS*

*List 1, 2, 3, or 4: 1. Front-loaded 2. After H07
3. After J04 4. After M01

DT ITEM	ASSIGN IF # WRONG =	LESSON	✓ IF ASSIGNED	DT ITEM	ASSIGN IF # WRONG =	LESSON	✓ IF ASSIGNED
1	1	C01		53		B05	
2	1	C02		54	2-4		
3	1	C03		55			
4		C04		56			
5	2-3			57		B06	
6				58	2-3		
7		C05		59			
8		C06		60		B07	
9	2-5	C07		61	2-3		
10				62			
11				63		B08	
12	1-2	D01		64	2-5		
13				65			
14	1	D02		66			
15	1	D03		67			
16				68		B09	
17	2-4	D04		69	2-6		
18				70			
19				71			
20	1	D05		72			
21	1-2	D06		73			
22				74		B10	
23	1	D07		75	2-6		
24	1-2	D08		76			
25				77			
26	1-2	D09		78			
27				79			
28	1-2	D10		80			
29				81			
30		D11		82	3-9	B12	
31	2-3			83		B13	
32				84		B14	
33		D12		85		B15	
34	2-3			86		B16	
35				87			
36	1	D13		88			
37	1	D14		89		B22, B23	
38	1-2	B01		90	2-4	B24, B25	
39				91		B26, B27	
40		B02		92			
41	2-3			93	1-2	B28	
42				94			
43	1-2	B03		95		B29	
44				96	2-3		
45		B04		97			
46				98		B31	
47				99	2-3		
48	3-8			100			
49				101	1-2	B30	
50				102	2-5	C08	
51				103	2-6	C09	
52							

FBSIP LESSON PRESCRIPTION	
ASSIGN IF	
TOTAL SCORE < 56	
LESSON	✓ IF ASSIGNED
A01	
A02	
A03	
A04	
A05	
A06	
A07	
A08	
A09	
B11	
B17	
B18	
B19	
B20	
B21	
READING SCORE ≤ 35	
LESSON	✓ IF ASSIGNED
B32	
READING SCORE ≤ 39	
LESSON	✓ IF ASSIGNED
B33	

DT	TOTAL SCORE	DATE
READING		
LANGUAGE		
MATH		

TO: _____
 FROM: FBSIP COORDINATOR _____
 STUDENT'S NAME _____
 SSN _____
 DATE _____

NOTE: This is a reduced copy of the actual form. Use the full sized form as it appears in the Diagnostic Test Model.

TEST CONTROL SLIP
(Proponent: 1st Sig Tng Bde)

- NAME: _____ MOS: _____ UNIT: _____
1. FR AREA: _____ DTG: _____ TEST REQUIRED: _____
LEARNING SUPV SGNR: _____
2. TEST RESULTS: PASS FAIL TIME RELEASED: _____ TEST ADMINISTRATOR
SGNR: _____
3. CLEARED FR LEARNING AREA BY: _____ TIME CLEARED: _____
4. CLEARED FR SEC BY: _____ TIME: _____ ASGD TO SEC: _____
5. STUDENT ARRIVED AT SEC: _____ TIME: _____ SEC SUPV
SGNR: _____
6. STUDENT ARRIVED AT AREA: _____ TIME: _____ LEARNING SUPV
SGNR: _____

FG Form 6443
Oct 78

(Replaces FGSIGS Form 145)

1107M

FBSEP STUDENT PROGRESS REPORT

Student's Name _____ Instructor's Name _____

SSN _____ Starting Date _____

LESSON NUMBER

TEST RESULTS

INSTRUCTOR COMMENTS

COUNSELING RECORD

Date Reason

MODULE 14

SELF TEST

1. Before a student is assigned to FBSEP lessons he must first:
 - ___ a. get the instructor's comments on his past record.
 - ___ b. take the Diagnostic Test.
 - ___ c. petition to be allowed into the course.
 - ___ d. pass the 05C AIT course.

Choose one of these four documents to complete the blanks for questions two through seven.

FBSEP Enrollment Roster
FBSEP Lesson Prescription
Test Control Slip
FBSEP Student Progress Report

2. When a student finishes an FBSEP lesson, his next assignment can be determined by consulting the _____.
3. A student's test results from an FBSEP lesson should be recorded on the _____.
4. When a student completes the FBSEP section for which you are the assigned instructor, you issue him the _____.
5. As instructor of an FBSEP section after H07, you accept students into your class when the student gives you a _____.

6. If a student is assigned to you, he should be listed on the _____.
7. If a student is referred to counseling, a note of the date and reason for referral is made on the _____.

MODULE 14
CRITIQUE OF SELF TEST

1. The correct answer is b, "take the Diagnostic Test." This will identify his area of weaknesses, so that he can be assigned to specific FBSEP lessons.
2. The correct answer is "FBSEP Lesson Prescription."
3. The correct answer is "FBSEP Student Progress Report."
4. The correct answer is "Test Control Slip." He then gives this slip to the appropriate 05C AIT instructor.
5. The correct answer is "Test Control Slip."
6. The correct answer is "FBSEP Enrollment Roster."
7. The correct answer is "FBSEP Student Progress Report."

MODULE 15
VALIDATING FBSEP MATERIALS

OBJECTIVE: Recommend revisions to the FBSEP course.

STUDY MATERIAL

The FBSEP lessons have already been validated. However, the instructions for validation are given here in case lessons are added or revisions are made to the course.

After completing the Instructor Training Course, learning supervisors (instructors) will go through each of the FBSEP lessons, Learning Supervisor Guides and Student Guides. Then learning supervisors will participate in validating the FBSEP materials. The purpose of validation is to demonstrate that lessons are acceptable or to provide data to make them acceptable. At this point the lessons will already have been revised based on a previous tryout of the materials on a few students. Now, learning supervisors will be assigned to groups of students (at least 10) who will participate in the validation process.

The components of the FBSEP course which should be reviewed include the actions, conditions, and standards of the learning objectives, the sequence in which the objectives are taught, training methods and media, training aids, time allotted for training, testing materials and procedures, and the format and content of the Learning Supervisor's Guide and Student's Guide.

Recommendations for changes can come from three main sources, the instructor, the students, and an analysis of lesson tests, remediation tests and retention tests results.

Validation by Instructor

As a person directly involved in validating the FBSEP course, you have an excellent opportunity to note problems and make recommendations for improvements. You have been asked to do this for the Instructor Training Course which you are now completing. The "Questionnaire for Instructor Training Course Evaluation" at the end of the modules served that purpose in part. In addition, a rating scale will be provided at the end of this course to obtain your feedback on the course as a whole. On the basis of your comments this course will be revised.

You will also be asked to validate the FBSEP course. Your recommendations will be sought by means of a questionnaire which you will be asked to complete at the end of each lesson. Your recommendations will be given serious consideration. To be sure your comments are timely and specific, make careful notes about parts of the lesson as you experience them. For each lesson you will be asked to fill out a "Learning Supervisor Questionnaire for Lesson Evaluation." In addition, Part II of this questionnaire asks for your feedback on the Learning Supervisor Guide. Complete these forms as you read through the lessons, before you start to teach the lessons. Later when you are teaching or supervising students, any additional comments can be added if you wish. You can then use the same form or a blank sheet of paper.

Recall that there is a Learning Supervisor Guide for each group paced lesson but only one Learning Supervisor Guide to cover all the self paced lessons. You need fill out only one questionnaire for the one self paced Learning Supervisor Guide.

Validation by Students

Students may also be able to note problems and make recommendations for improvement. The student's viewpoint also will be

secured by means of a questionnaire administered at the end of each lesson. This is the "Student Questionnaire for Lesson Evaluation." Be sure that each student taking a lesson completes one of these forms. Again, to provide timely and specific information, jot down comments of students at the time that they make them.

Validation by Test Results

The third source of information regarding problems is a systematic analysis of test results. First, this is done for the lesson and remediation tests and then for the retention test.

Test results for the lesson test and remediation test are recorded on the "Lesson Test Analysis" form. A sample copy of this form appears on the following page.

One of these forms should be completed for each lesson supervised during these validation trials. To complete this form perform the following steps.

1. Write the lesson number in the center space at the top of the page.
2. In the top left corner, check the line for validation trial.
3. In column A, write the ID number of each student participating in the validation of the lesson.
4. In column B, mark an X for each test question answered correctly. If the student did not reach the standard and was given remediation, mark an X for each remediation question answered correctly.
5. If more than 15 test questions were given in a lesson, use an extra copy of this form, renumbering the test questions, "16, 17, 18," etc.
6. In column C, enter the total number of lesson test questions answered correctly. Do this for each

LESSON TEST ANALYSIS

LESSON NUMBER

LESSON (OBJECTIVE) STANDARD

DEVELOPMENTAL TRIAL

LESSON VALIDATED? **YES** **NO**

(If NO, use page 2)

DEVELOPMENTAL TRIAL

VALIDATION TRIAL

A	B-Mark an X for each correct answer
---	-------------------------------------

[illegible]

Calculation of totals and percent correct for each question is optional. Do it if additional information is needed.

Validation of total and percent of students needing remediation	(Validation Trails Only)
100%	
90%	
80%	
70%	
60%	
50%	
40%	
30%	
20%	
10%	
0%	

student. If the student answered the remediation questions, enter the total number of remediation test questions answered correctly (not the lesson test questions).

7. Add the numbers in column C and enter the total in the box below for total correct. Then divide this number by the total number of students taking the lesson and enter the result in the box below. The lesson will be considered validated if this number is equal to or greater than (2) the standard for the lesson given in the top right corner of this form. If the standard is given as a percent, the average number of questions correct for each student (number just obtained) will have to be converted to a percent by dividing it by the total number of questions in the lesson test.
8. In column D, enter the time each student takes to complete the lesson. After at least five days have elapsed since the completion of the lesson, retention tests will be conducted. The Remediation Test will be used to measure retention and will be administered to students who have successfully completed the lesson. Comparisons will be made between the standard set for the lesson test and the retention test score, using the Retention Analysis form which follows. A lesson will be considered retained if the retention score is at least 80% of the performance standard for 80% of the students.

If this analysis reveals that certain objectives are not being attained, the module's components will be very carefully examined to determine possible causes for this failure. Observations made by instructors and students will be carefully reviewed and should lead to revisions which will make the FBSEP course an effective and efficient instructional system.

FBSEP LESSON NUMBER _____

C

[illegible]

Lesson validated? yes no
(Lesson is validated if there are checks in 80% of C column)

MODULE 15
SELF TEST

1. In your own words give the purpose of validating the FBSEP lesson materials.

2. List some of the components of the FBSEP program that may need to be revised after the program begins operating. To the extent possible, estimate (judge, guess) which components are more apt to need revision than others.

3. What sources of information are available to help make decisions about these revisions?

4. Students' FBSEP lesson test results will be used to:

- ☐ a. assign them to an appropriate MOS.
- ☐ b. make changes in the FBSEP lesson.
- ☐ c. decide if they will take the 05C AIT course.
- ☐ d. assign them to new FBSEP lessons.

5. If a student who is going through a self paced FBSEP lesson tells you that he can't understand page two of the lesson, what should you do?

MODULE 15
CRITIQUE OF SELF TEST

1. The correct answer is, "The purpose of validating the FBSEP lesson materials is to demonstrate that lessons are acceptable or to provide data to make them acceptable." You may use other words.
2. The correct answer is, "The actions, conditions, and standards of the learning objectives, sequence of objectives, training methods and media, training aids, time allotted, etc., may need to be revised."
3. The correct answer is, "Instructors and students; also analysis of test results."
4. The correct answer is b, "make changes in the FBSEP lessons." Of course, if the students meet the standard set for the lesson, this will not be done.
5. The correct answer is, "(1) Help the student with the page, and (2) jot down the student's comment." Either order is all right.

END

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